

PUBLIC ATTITUDES AND CONCERNS ABOUT EDUCATION

**An Education Poll Summary Report Prepared for
the Washington Learns Steering Committee**

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Foreword

This report contains the findings of a review of opinion polls of public attitudes and concerns about Early Childhood, K-12, and Higher Education. More than 80 polls conducted in Washington and nationally during the past few years are considered.

Not all poll results agree perfectly, and some contradictions in those considered here are apparent. But on balance the major themes that surface appear to be these:

- In Early Childhood Education, school readiness and not childcare is the strongest argument for early childhood education for most Americans, and most express support for programs that are affordable, accessible, and of high quality. There appears to be general public support for increased public funding for this purpose, and for low-income families who may need the service. People are concerned about the age at which to begin schooling, and they are divided on this point. The majority appears to prefer ages 3-5
- Funding and quality emerge as the dominant issues in K-12 education. Most consider K-12 Education as one of the top national priorities, vital to the country's future, and most indicate they would support increased funding. Many, however, also are skeptical of its effectiveness. Most favor statewide assessment programs. Most also believe school improvement efforts should be directed to reforming the present system rather than seeking an alternative system. Support for such alternatives as charter schools has increased to where nearly half favor them; most also believe they should be as accountable to the state as other public schools.
- In Higher Education, Americans express great confidence in the colleges and universities. Quality is not an issue at this level. Cost and price, however, are, and affordability has become a major national higher education policy issue. Access is related to that, and the two "A's", Access and Affordability, are the dominant themes for this sector.
- The polls represent a great deal of material. And a considerable challenge and more than a fair amount of irony naturally attend any effort to summarize their contents into a manageable and readable document, since they themselves are summaries – samples – of the opinions of much larger populations. So, in effect, this report is a summary of many other summaries.
- Printed copies of the polls reviewed in this report comprise a stack of paper about six inches high. These "original" documents, some of which are the poll reports themselves, and a few of which are analyses of several separate polls on a major topic such as early childhood education, are available for anyone

who may wish to review them. This report attempts to compress them into a more convenient form.

- The information presented in this report was chosen on the basis of its presumed interest to the Washington Learns Steering Committee. A fair amount of subjectivity is necessarily present. If something vital is missing it was not intended, and, in any case, it is available in the original documents.
- The report consists of two parts. The first, considered to be the report itself, is composed of selected findings offered in “bullet” form for each of the three major topics – Early Childhood Education, K-12 Education, and Higher/Postsecondary Education, with separate sections on each preceded with a few highlights from material that immediately follows.
- The second part is an appendix containing outlines describing pertinent material from the polls themselves. Because the appendix is lengthy, about 100 pages, it could be printed as a separate document. It is important, nonetheless, to know that each of the “bulleted” citations in the body of the report is linked to a summary in the appendix. Thus, readers who may be interested in a particular point as they read the report can easily go to the larger summary in the appendix for more detail. Each bulleted statement is followed with a parenthetical element that contains a number (e.g., “A-1”), the name of the poll, whether it was national or statewide in scope, and the year the results were published.
- A brief note of appreciation to people in the organizations that responded to calls for help in the poll identification and collection process is appropriate here, and it is so offered. This report would have been much more difficult to prepare were it not for their help.
- Finally, the report could not possibly encompass all of the relevant polls conducted during this period, although the effort was made, and it does take account of enough of them to be considered representative.

HIGHLIGHTS

EARLY CHILDHOOD EDUCATION

- **Most consider the opportunities for children in Washington to get a good start on life to be good or excellent, although they also feel conditions in this respect have deteriorated during the last five years or so.**
- **People feel it is important to distinguish between child-care and pre-school programs, considering the former a parental rather than governmental role.**
- **The majority of Americans would favor using public funds to support high quality voluntary preschool programs for 3- and 4-years olds.**
- **At the same time, most also believe the parents have the primary obligation to provide care for their children. Only a small minority believes that this is government's responsibility.**
- **If both parents must work, however, the majority of American adults acknowledge that government assistance is necessary.**
- **School readiness, and not child-care, is the strongest argument for early childhood education for most Americans, although the public also wants life skills as well as school-readiness skills to be included.**
- **Most Americans also want programs that are affordable, accessible, and of high quality.**
- **The public generally seems to support increased revenues for these purposes, including those from higher taxes. But poll variance is present here; some polls indicate many Americans would support increased governmental spending for pre-school for 3- 4-year-olds; others suggest that most would base their support on the condition that they be paid for with existing funds.**

PUBLIC ATTITUDES ON EARLY CHILDHOOD EDUCATION

Conditions for children:

- 58% rate as excellent or good the condition of Washington children in terms of access to a good education, healthcare, and opportunity for a start in life (#A-1: WA Bench. Survey, Washington, June 2005)
- 38% say that over the past five years or so conditions for children have deteriorated; 33% say they have stayed about the same. (#A-1: WA Bench. Survey, Washington, June 2005)

Access to affordable preschool programs:

- 52% believe that less than half of the parents in their community have access to good affordable pre-school programs for their children. 11% say they are unsure (#A-4: Hart/Market Strategies, National, 2001)
- 42% believe that affordability is the greatest obstacle to parents seeking such services. (#A-4: Hart/Market Strategies, National, 2001)
- 58% feel their state government is doing too little to make sure parents have access to affordable programs (#A-4: Hart/Market Strategies, National, 2001)
- 75% agree their state government should provide funding and financial support so that all parents wishing to send their children to pre-school programs may do so. (#A-4: Hart/Market Strategies, National, 2001)
- 34% consider such programs a high priority and indicate they would pay additional taxes to support them. 52% would support them only if funded with existing funds. (#A-4: Hart/Market Strategies, National, 2001)

Support for expanded Early Childhood Education programs:

- 46% in a Michigan poll think the state should establish mandatory universal pre-kindergarten education in all public schools. (Michigan Education Poll, Michigan, 2004)
- 82% in the Michigan poll believe that spending in Early Childhood Education is a wise investment. (#B-10: Michigan Education Poll, Michigan, 2004)
- 51% in Washington favor increased support for pre-school programs for 3- and 4-year olds not presently enrolled, provide parents are allowed to enroll voluntarily. (#A-1: WA Benchmark Survey, Washington, 2005)
- 75% Michigan voters believe that government should take care of K-12 schools before spending money on new or expanded Early Childhood Education programs. (#B-10: Michigan Education Poll, Michigan, 2004)

- 50-60% nationally (several polls combined) believe that the parent has the primary obligation to provide child-care. Only 12-15% say the government has a responsibility to provide assistance for this. (#A-3: Earlycare Poll Analysis, National, 2001/2002)
- 80% plus (several polls combined) acknowledge that government assistance is necessary to help families if both parents work. (#A-3: Earlycare Poll Analysis, National, 2001/2002)
- 80% plus (several polls combined) support early childhood education programs that are affordable, accessible, and of high quality. (#A-3: Earlycare Poll Analysis, National, 2001/2002)
- As a stand alone issue, support for more government resources for early childhood education is high, but over time and when listed against other national priorities, child-care scores only 2-3 percent as a top issue. Other family issues such as increasing K-12 funding, juvenile crime, child health care, family leave are viewed as higher priorities in terms of expanded government assistance. (#A-3: Earlycare Poll Analysis, National, 2001/2002)
- 66% nationally would favor using public funds to pay for high quality voluntary pre-school programs for 3- and 4-year olds (#A-2: Market Strategies Poll, National, June 2002)
- 44-48% support government and non-government child-care assistance for working families; 38-42% believe that child-care is best left to the parents and family. (#A-3: Earlycare Poll Analysis, National, 2001/2002)
- 52% nationally find unconvincing the statement that there is already too much pressure on children to begin academic training. (#A-4: Hart/Market Strategies, National, 2001)

Support for specific proposals for change:

- 81% say they would support providing health insurance for every child that does not have it. (#A-1: WA Benchmark Survey, Washington, 2005)
- 75% favor expanded after-school programs. (#A-1: WA Benchmark Survey, Washington, 2005)
- 72% feel that more should be spent to provide daycare for low-income families and improve program quality. (#A-1: WA Benchmark Survey, Washington, 2005)

HIGHLIGHTS
K-12 EDUCATION

- **Washingtonians believe that school funding is a top state priority and that funding constitutes the greatest problem facing the schools today.**
- **A majority would choose to maintain education programs even if it meant higher taxes.**
- **Washingtonians and Americans generally give the schools in their districts high grades, although skepticism about the quality of those in other districts, and in other states, is evident.**
- **Majorities of both first-year college students and high school graduates in the work place feel their education prepared them well for these experiences.**
- **Many consider lack of education or skills the most serious problem facing the country.**
- **Nearly half of Washington's voters feel that public school expectations for student learning are too low.**
- **More than two-thirds of Washington's voters favor statewide assessment of student learning.**
- **Most Americans are confident that standardized tests are an accurate indicator of a student's abilities.**
- **Overall, while a small minority of Americans think the K-12 system is working well, most feel that improvements in the existing system are needed, and a near majority feels there should be major or a complete overhaul.**
- **Stated differently, more than two-thirds believe the school improvement focus should be on reforming the present system rather than finding an alternative system.**

Public Attitudes on K-12 Education

Education as a Social Priority

- 80% of Washingtonians agree that a good public school is one of the most important ways a community can recruit new business, create jobs, and maintain a stable economy. (#A-1: WA Benchmark Survey, Washington, 2005)
- 86% consider it important that education be made a high national priority in 2005, ranking this issue third behind Iraq and Terrorism, but above all others listed. (#B-12: CNN/USA Today, National 2004)
- 71% consider people lacking education or the skills they need as the most serious problem facing the country. (#B-13: AED/Kellogg, National, 2000)
- 89% placed public education at to of the highest priorities list for the country, ranking it above health care and Social Security. (#B-13: AED/Kellogg, National, 2000)

Public School Funding

- 25% of Washingtonians felt that increasing funding for education was the most important priority for state and local government, ranking it second to ‘keeping taxes from increasing.’ (#B-6: Washington Voters Survey, Washington, 2005)
- 26% of Washingtonians consider funding as the biggest problem facing the schools today; Overcrowding, identified by 9%, was next in the ranking. (#B-6: Washington Voters Survey, Washington, 2005)
- 36% agree that school funding in Washington is adequate; 57% disagree. (#A-1: WA Benchmark Survey, Washington, 2005)
- Funding support for education ranks first among the problems people feel the public schools in their community must resolve. (#B-7: Phi Delta Kappa Poll, National, 2005)
- K-12 education ranks first among the important issues people in Washington feel the legislature should focus spending on; 43% rated it first, compared with 24% that picked the second ranked issue, health care. (#B-8: Partnership for Learning, Washington, 2004)
- After funding, Washington’s school directors ranked students passing the WASL test as the biggest current issue facing each district. Meeting the requirements of No Child Left Behind was next in order. (#B-9: WSSDA, Washington, 2004).
- 78% of Michigan’s voters consider public education a good value for the money they pay, and 63% would choose to maintain education programs even if it meant higher taxes. (#B-10: Michigan Education Poll, Michigan, 2004)
- 65% of Latinos, 69% of whites, and 66% of blacks would support measures to ensure that an equal amount of money is spent on each student regardless of whether they lived in a rich or poor district. (#B-11: Latino Education Survey, National, 2004)

- 84% of Latinos, 79% of whites, and 77% of blacks would support equal spending measures even if they involved taking money from rich districts and giving it to poorer districts. (#B-11: Latino Education Survey, National, 2004)

Confidence in the Public Schools

- 49% in Washington give the schools in their district an A or B grade. (#B-6: Washington Voters Survey, Washington, 2005)
- 48% of people nationally give their community public schools an A or B grade. Only 24%, however, give such grades to the nation's public schools. (#B- 7: Phi Delta Kappa Poll, National, 2005)
- While 63% of the Latinos surveyed would give A or B grades to the schools in their community, the figure for whites was 58%, and that for blacks was 48%. (#B-11: Latino Education Survey, National, 2004)
- 52% of Latinos would give the nation's schools an A or B grade, compared with 26% of whites, and 35% of blacks. (#B-11: Latino Education Survey, National, 2004)
- Nearly half of Washington's voters (49%) feel that public school expectations for student learning are too low. (#B- 8: Partnership for Learning, Washington, 2004)
- 68% of Washington voters agree that students need some kind of postsecondary education after high school, although 60% agree that a person can be hired in any workplace without postsecondary education. (#B-8: Partnership for Learning, Washington, 2004)
- 40% of the general public expressed a great deal or quite a lot of confidence in the public schools in 2003. This was up slightly from the 38% figure for 2001. (#B-12: Gallup, National, 2003)

Education Quality

- 61% of first-year college students feel their high school education prepared them well for college; 53% of those not in college feel they were well prepared for their work/jobs (#B-5: Achieve, National, 2005)
- 58% of college instructors feel first-year students are generally well prepared; 61% of employers agree. (#B-5: Achieve, National, 2005)
- 70% of college instructors were dissatisfied with students' ability to read and understand complicated materials; 41% of employers felt this way. (#A-1: WA Benchmark Survey, Washington, 2005)
- 65% of the first-year college students, and 77% of those who did not go on to college said that if they knew then what they know now, they would have worked harder in high school (#B-5: Achieve, National, Washington, 2005)
- 52% of Washingtonians give the schools in their district an A or B grade for their use of technology in learning; 49% give such a grade for college preparation. (#A-1: WA Benchmark Survey, Washington, 2005)

- 67% of Washington's voters favor statewide assessment of student learning. (#B-8: Partnership for Learning, Washington, 2004)
- 82% of Latinos, 91% of whites, and 89% of blacks cite poor high school education as the reason they did not go to college. (#B-11: Latino Education Survey, National, 2004)
- 48% are completely or somewhat satisfied with the education students receive in grades K-12. Conversely, 50% report they are somewhat or completely dissatisfied. (#B-12: Gallup, National, 2003)

Education Reform or Change

- 96% of high school graduates supported more internships while in high school, 93% supported more early career guidance, and 93% supported more honors, Advanced Placement, and International baccalaureate courses as proposed improvements. (#B-5: Achieve, National, Washington, 2005)
- 68% believe the school improvement focus should be on reforming the present system rather than finding an alternative system. (#B-7: Phi Delta Kappa Poll, National, 2005)
- While 14% of Americans think the K-12 system is working very or pretty well, 38% feel changes in the existing system are needed, and 45% feel these should be major or a complete overhaul. (#B-12: ETS, National, 2004)
- 68% of college instructors of first year students think a high school diploma is no guarantee that the typical student has mastered the basics. 77% of high school teachers, however, believe it means they have at least mastered the basics. (#B-12: ETS, National, 2003)
- 54% of Americans report they are very or somewhat confident that standardized tests are an accurate indicator of a student's abilities. (#B-12: Kaiser/Pew, National, 2003)
- 93% of the Washington elementary school principals interviewed identified lack of leadership and vision as the greatest factor impeding implementation of reform measures. (#B-14: Fouts, et al., Washington, 2000)
- 96% of Americans consider math the most important high school subject in an international survey involving the US and 11 European countries. Teaching English or the native language ranked first among the European countries on average, and second in the US. Confidence these things are being taught well, however, dropped markedly among all of the sampled countries. (#B-15: NCES, International, 1997)
- Self-confidence (88%), job skills (85%), and Diversity (81%) were considered the most important qualities or aptitudes on average in the US and Europe. (#B-15: NCES, International, 1997)
- 87% of the Washington employers who were interviewed felt high schools should provide all students with some form of career preparation. 45% felt the middle school was the best level to introduce the idea of career training in school. (#C-35: WTECB, Washington, 1997)

- 56% of Washington employers support education composed of a strong academic background, hands-on learning experience, and opportunities to practice skills in work-based settings. (#C-35: WTECB, Washington, 1997)
- 91% of Washington employers experience difficulties finding job applicants with the required job-specific skills. 88% encounter shortages of applicants with problem-solving skills, and 83% report shortages of applicants with good work habits. (#C-36: WTECB, Washington, 2003)

HIGHLIGHTS
HIGHER/POSTSECONDARY EDUCATION:

- **Americans express great confidence in the country's four-year colleges and universities, ranking them second only to the US military. Community colleges are next in the order.**
- **Americans believe that every high school student who wants a four-year degree should have an opportunity to earn one.**
- **While they consider colleges and universities among the most valuable of US resources, Americans also think that students incur too much debt for their education and that colleges and universities could reduce their costs without threatening quality.**
- **Affordability is a major concern for Americans, and it has become a major higher education policy issue.**
- **Washington residents in general estimate the average tuition at a public college or university in the state to be 2 ½ times what it actually is.**
- **People believe colleges are not doing all they can to keep costs down and prices affordable, and most believe tuition could be reduced without sacrificing quality.**
- **Only a very small minority would favor raising tuition or limiting or reducing enrollments as ways of resolving funding shortages. The majority favor increased state funding.**
- **Most Washingtonians say they would be opposed to a cut in state funding for colleges and universities.**
- **Majorities of Americans think the system is failing in its efforts to provide financial aid to all students, and in its efforts to offer students from all backgrounds opportunities for college.**

PUBLIC ATTITUDES ON HIGHER/POSTSECONDARY EDUCATION

- 91% express confidence in America's four-year colleges and universities, ranking them second to the US military in this respect. Community colleges are next in the order, receiving a vote of confidence from 90% of the respondents. America's public schools, 80%, place sixth in the ranking. (#C-18: Chronicle of Higher Education, National, 2004)
- 65% nationally believe the quality of the country's private colleges and universities is high or very high. Four-year public institutions are so considered by 61%; community colleges by 49%. . (#C-18: Chronicle of Higher Education, National, 2004)
- 94% nationally believe that every high school student who wants a four-year degree should have the opportunity to earn one. (#C-18: Chronicle of Higher Education, National, 2004)
- 97% of those who attended college were satisfied with the experience. 77% consider their college degree as important or very important to their current success. . (#C-18: Chronicle of Higher Education, National, 2004)
- While they consider colleges and universities among the most valuable of US resources, respondents also think that students incur too much debt for their education (83%) and that colleges and universities could reduce their costs without threatening quality. (#C-18: Chronicle of Higher Education, National, 2004)
- 77% think that getting a college education today is more important than it was 10 years ago. (#C-25: ACE, National, 2002)
- 88% believe the public colleges and universities in their state are a good value for the money. (#C-25: ACE, National, 2002)
- 70% would rate the quality of the public institutions as excellent or good. (#C-25: ACE, National, 2002)
- 51% of those polled attended a community or technical college in Washington. (#C-23: Smart Investment, Washington, 2002)
- 67% rate the quality of community college education as good or excellent. (#C-23: Smart Investment, Washington, 2002)
- Job skills training – 38% -- is the main reason for choosing a community college. Academic transfer – 34% -- and personal enrichment – 27% -- were the other two top reasons for doing so. (#C-23: Smart Investment, Washington, 2002)
- 84% of Washingtonians believe their public colleges and universities make significant contributions to the state's economy. This compares with 76% nationally. (#C-24: ACE, Washington, 2002)
- 67% of Washington employers experience difficulty finding job applicants with BA/BS degrees. An equal share experience difficulties finding applicants with graduate and professional degrees. 59% have difficulty finding applicants with associate degrees. (#C-36: WTECB, Washington, 2003)

- Shortages of people with vocational certificates are expected during the period 2003-2008 by 35% of Washington employers. Shortages of BA/BS degree holders are expected by 34%, and shortages of people with associate degrees in vocational fields (30%) also are expected. These three lead the rankings in this regard. (#C-36: WTECB, Washington, 2003)
- 56% nationwide give A or B grades to the colleges and universities; 31% give these grades to the K-12 schools. 62% grade the K-12 education system as failing in efforts to graduate students prepared for college. K-12 education ranks second only to the economy among the most important issues facing the country. (#C-29: ETS, National, 2003)
- Americans in general (58%) believe higher education is doing a good job with preparing students for the global economy. 70% also feel the 2- and 4-year colleges are doing a good job serving working Americans. (#C-30: ACE, National, 2000)
- Ten years ago, 56% of Washington poll respondents rated the state's higher education system as excellent or good. (#C-34: HECB, Washington, 1995)
- 72% of Washingtonians rate the research universities as excellent or good, 54% so rate the community colleges, and 47% feel this way about the regional universities. 47% feel this way about the private colleges and universities in Washington. (#C-34: HECB, Washington, 1995)

Affordability:

- Affordability is a major concern for Americans, and it has become a major higher education policy issue. People feel they are informed about the price of a college education, but 75% overestimate the price by 300 percent, and 65% over-estimate the price at two-year institutions. (#C-30: ACE, National, 2000)
- 86% are concerned about college affordability, and nearly 66% believe an education at a four-year institution is out of reach for most Americans. (#C-30: ACE, National, 2000)
- Access to an affordable college ranked second among the things 15-26 year-olds care about. (#C-19: Lake Snell Perry Survey, National, 2004)
- Location and affordability (33% each) are the two main reasons people choose one community college over another. Field of study offered (11%) is the third most important reason. (#C-23: Smart Investment, Washington, 2002)
- Participants in focus groups were very appreciative of their local community and technical colleges. They see many strengths, and they are appreciative of these institutions as community higher education providers. (#C-17: Resident views of community colleges, Washington, 2004)
- Opportunity is the reigning value focus group participants ascribe to community colleges; they are seen as providers to a wide-range of people, and as important players in lifelong learning. They also consider them the most affordable of the higher education institutions and consider this a key factor in their identity. (#C-17: Resident views of community colleges, Washington, 2004)

- 90% consider job skills training as the top community college priority. Affordability (88%) and access (86%) rank second and third. Providing education close to home or work is fourth in the ranking. (85%). Worker retraining (83%) and college transfer preparation (83%) follow. (#C-23: Smart Investment, Washington, 2002)
- 36% would support a tax increase specifically for the purpose of offsetting the costs of higher education in community colleges, and 29% favor increasing tuition for this purpose. Only 8% support limits on enrollments as a means to this end; 14% would limit the number of programs offered. (#C-23: Smart Investment, Washington, 2002)
- Washington residents in general estimate the average tuition at a public college or university in the state to be 2 ½ times what it actually is. (#C-24: ACE, Washington, 2002)
- 56% of Washingtonians believe the public institutions try to keep charges affordable. This compares with 63% nationally. (#C-24: ACE, Washington, 2002)
- Nationally, 60% believe colleges are not doing all they can to keep costs down and prices affordable. 71% believe tuition could be reduced without sacrificing quality. (#C-30: ACE, National, 2000)
- 83% believe that colleges could be doing a better job of keeping costs down. (#C-31: NCPPE, National, 1999)
- Only 7% would favor raising tuition as a way of resolving funding shortages. 55% would favor increased state funding. 22% would support having professors teach more classes as a solution. (#C-31: Public Agenda, National, 1999)
- Central themes from a statewide survey for Governor Locke's 2020 Commission were a belief that every state resident has a right to go to college (85%), qualified people are unable to get into college because of cost (77%), and, as a matter of principle, high costs should not be allowed to keep people out of college. (#C-32: 2020, Washington, 1998)
- 83% of Washingtonians would oppose limiting enrollments as a fiscal solution, but 56% also would oppose increased taxes as the solution (#C-32: 2020, Washington, 1998)
- Ten years ago in Washington, raising tuition as a way to make more money available for higher education ranked 8th on a list of nine potential solutions (25%), with limiting enrollments ranking 9th as the least favored solution (19%). (#C-34: HECB, Washington, 1995)
- Ten years ago, only 3% of Washingtonians would favor making more money available for higher education by shifting funds from K-12. 43% would favor a shift from spending on prisons. (#C-34: HECB, Washington, 1995)

Funding:

- 65% of Washington adults would oppose a cut in state funding for colleges and universities. This compares with 69% opposed nationally. (#C-24: ACE, Washington, 2002)

- 72% would support tuition increases at the University of Washington if required by budget cuts, and if offset with increased financial aid for students who cannot afford to pay more. (#C-24: ACE, Washington, 2002)
- 58% think that public colleges and universities can cut tuition without threatening quality. (#C-26: ACE, National, 2002)
- 48% feel the state should spend more on public colleges and universities. This compares with 70% who feel more should be spent on K-12, and 52% who feel this way about roads and transportation. (#C-26: ACE, National, 2002)
- 69% would oppose a cut in state spending for higher education. (#C-26: ACE, National, 2002)
- 66% nationally say they would be willing to pay more taxes to increase financial support for college students. 61% would pay more taxes for colleges and universities, and 72% would support increasing tax credits for parents of college students. (#C-29: ETS, National, 2003)

Access:

- 65% would approve of affirmative action in college admissions based on income, giving preferences to people from low-income families, instead of race. (#C-20: Newsweek, National, 2003)
- 79% of Americans think it is very or somewhat important for a college to have a racially diverse student body. (#C-21: CBS/New York Times, National, 2003)
- 75% of Americans state they would support giving college scholarships to people who agree to serve as police officers, fire fighters, or in civil defense. (#C-28: Scholarships for . . . , National, 2001)
- 51% of the Americans believe the system is failing in its efforts to provide financial aid to all students, and 52% consider it failing in efforts to offer students from all backgrounds opportunities for college. 62% grade the K-12 education system as failing in efforts to graduate students prepared for college. (#C-29, ETS, Hart, National. 2003)
- 79% of the respondents to a California survey felt high school students should go on to college because their job prospects would improve in the long run, rather than take a job right out of high school (#C-33: CHEPC, California, 1997)
- 81% of Californians surveyed agree that price should not be allowed to deter motivated students from going to college. (#C-33: CHEPC, California, 1997)
- 61% of the Californians believe that students from low-income families have less opportunity than others to go to college. 35% felt this way about ethnic or racial minorities (#C-33: CHEPC, California, 1997)
- 64% believe that raising tuition as a solution to California's fiscal problems would be a bad idea. (#C-33: CHEPC, California, 1997)

PUBLIC ATTITUDES AND CONCERNS ABOUT EDUCATION

APPENDIX

SUMMARIES OF SELECTED POLLS ON:

A. EARLY CHILDHOOD EDUCATION

B. K-12 EDUCATION

C. HIGHER/POSTSECONDARY EDUCATION

(Arranged In Reverse Chronological Order)

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#A-1

Level: ECE

Title: Washington Benchmark Survey

Sponsor: Every Child Matters – Washington Poll

Date: June 2004

Type: Telephone

Sample: 625 Registered Voters

Scope: Washington State

Selected Findings:

How would you rate the condition of children in the State of Washington in terms of access to a good education, health care, and the opportunity for a good start in life?

Excellent/Good – 58%

Only Fair/Poor – 40%

Over the past five years or so, would you say that conditions for children have improved, deteriorated, or stayed about the same?

Improved – 17%

Deteriorated – 38%

Stayed About The Same – 33%

D/K – 12%

When it comes to children, does the Washington state legislature,

Do a lot to help working families with children – 27%

Do not do enough – 54%

Depends – 2%

D/K – 17%

Reactions to proposals that have been made:

Ranked by Total Favor	Total Favor (%)	Total Oppose (%)
Reduce reported cases of child abuse by providing information about local resources	87	12
Provide health insurance for every child that does not have it	81	17
Expand after-school programs	75	24
Spend more to provide daycare for low-income families and improve program quality	72	26
Increase support for pre-school programs for 3- and 4-year olds not presently enrolled, allowing parents to enroll voluntarily	51	30

#A-2

Level: ECE

Title: Market Strategies Inc on Public Attitudes Toward Early Childhood Practices

Sponsor: Market Strategies Inc

Date: June 2002

Type: Presumably Telephone

Sample: 803 Adults

Scope: National

Selected Findings:

What do you think is the most important age for developing a child's capacity to learn?

Birth to one	3%
One to three	42%
Four to Five	25%
Six to 10	18%
11 to 14	3%
No Opinion	3%

If you were to improve the learning experiences of children, which time period is most important for investing public funds?

Birth to three	18%
Four and Five	15%
Elementary School	41%
Middle School	12%
High School	10%
No Opinion	4%

Would you favor or oppose using public money to fund high-quality voluntary preschool programs for 3- and 4-year olds?

Strongly favor	47%
Somewhat favor	19%
Somewhat oppose	13%
Strongly oppose	18%
No Opinion	3%

#A-3

Level: ECE

Title: Child Care Polling Analysis

Sponsor: Earlycare

Date: 2002 and 2001

Type: Summarizes three dozen polls and focus group reports, conducted mainly between 2000 and 2002

Sample: Varies

Scope: National

Selected Findings: *The material that follows in this summary was developed as an analysis for Earlycare. It used herein lieu of individual summaries because many of the polls that are cited, approximately 35 in number, are not readily available and could not be reviewed directly. The report found a rich database of survey research and information. State-based polls commissioned mainly by child advocacy groups in California, Colorado, Florida, Massachusetts, Michigan, Missouri, New Jersey, Pennsylvania and Washington State were reviewed. Generally, there were few differences between the results among the states. The following material is quoted from the Earlycare summary, which is available in its entirety at www.earlycare.org/ccpa.htm*

Excerpts from the Earlycare Summary: This polling analysis summarizes the findings from more than three dozen polls and focus group projects conducted over the past five years by a wide variety of survey research organizations on child care, early care and education and early learning issues. The purpose of this polling review is to pinpoint public attitudes towards these issues. For purposes of comparison and to track public attitudes over time an additional two-dozen polls and focus groups conducted on childcare issues between 1988 and 1992 were also studied.

The public is of two minds regarding government assistance for ECE. Most believe that the parent (55-60% in polls) has the primary obligation to provide care for their children. Only 12-15% say the government has the primary responsibility to provide assistance for care for ECE.

Further, a majority believes that it's better if one parent stays home to care for children. However, it is acknowledged that it's often necessary for one or both parents to take care of the whole family and to work in order to support them. In addition, an overwhelming majority (more than 80%) acknowledge that government assistance is necessary "to help families" if parents work. The general public, however, would rather have the mother staying at home and raising the children.

The brain research has had an impact. Although the public cannot tell you exactly how they know it to be true, they acknowledge that learning begins at birth and cite a generalized scientific finding to support the claim. But the public does not always make the connection to quality ECE. In one poll only 32% made the connection between ECE and child development. And, the same poll found that more than 40% of the public said that ages 1-3 were the most important time for a child to learn.

There is another split: the public seems to favor ECE for children 4-6, but is less supportive of ECE for ages 0-3. Further, in some polling the public does not support increases in ECE funding if they perceive that funding will be shifted from primary school education.

School readiness and the link to education is far and away the most potent argument for ECE. "There is a constituency for public education, not child care," as one social marketer advised us after reviewing the polling data. Other positive arguments for ECE are:

- Safety of the child
- Crime prevention (especially after school programs)

However, the public also wants ECE to provide/teach life skills in addition to the more formal school readiness skills.

The research shows that ECE policy initiatives must be seen as benefiting both low-income and middle-class families.

By margins of 80% or more, the public supports programs that are affordable, accessible and of high quality. But the public also is not sure what quality is, what affordability means and how to achieve accessibility. They would:

Support "teacher training," which they see as placeholder language supporting improvements in quality.

They prefer that tax credits be used to provide assistance, rather than cash payments.

For more than a decade polls have consistently found two things regarding child care:

- As a stand alone issue, support for providing more resources, especially government resources, for child care is high (ABC News, 1988, Lake, Snell, Perry, 1998; CBS News, 2001) and is bipartisan; but
- Over time, when listed against other national priorities, childcare barely registers above 2-3 percent as a top issue for most Americans (NBC News, 1993; The New York Times, 2001). Consistently, now and a decade ago, other domestic policy issues like education reform, health care and Social Security were the top tier issues in the minds of most Americans.

Even when matched against other pressing family issues, child-care is not a top-level issue of concern (Market Strategies, 2000). For example, other family issues such as: increasing K-12 funding, juvenile crime, child health and family leave, are a higher public priority than child care in terms of expanded government assistance to meet these problems.

There are two competing, and virtually equal, public attitudes toward childcare. First, a view held by 38-42 percent of the population is that childcare is a function best left to parents and the family. Focus group research on this view finds that "values" are an important consideration with this plurality. This group believes that government, or any other non-family organization, has no role in providing child care assistance. This plurality believes that it is a parental responsibility for families to provide childcare support to their children. As one analysis put it for this group "discussion of child care almost immediately turns to the value of parents (especially mothers) staying at home with pre-school-aged children rather than working" (Peter Hart, 2001). While recognizing that workforce demands require many parents to utilize childcare (about two-thirds of all mothers with preschool children are now in the workforce as opposed to one-third of mothers twenty five years ago), values often trump these concerns in their minds.

A slightly larger plurality of 44-48 percent of Americans supports government and non-government childcare assistance for working families. They cite childcare as a primary workforce support for parents. Further, they see the links that quality childcare has to early learning and school readiness (see below). "The fact that these Americans want parents to take responsibility for their children does not preclude support for child care," said one analyst (EDK Associates, 1999).

There is a racial-ethnic dimension: African-Americans overwhelmingly support child-care assistance in numerous polls; Hispanics appear to support child care assistance in Florida polls but not in California focus groups; and in California focus groups, Asians appear to be leery of child care assistance outside of the family.

- These differences in support levels can also be traced to "values." Some Hispanics and Asians are wary of childcare assistance because they see parents as the sole and primary caregiver in their families.
- A social marketer conducting work for a prominent state-based child advocacy organization said after reviewing the polling data cited in this report "there is no large constituency for child care, but there is a constituency for education." Numerous polls and focus groups conducted in the past several years pinpoint links to early education as a key way in which large portions of the population can view childcare more favorably.

The focus group work on these issues (Market Strategies, 2000) has discovered that the public has become aware of the various studies regarding early brain development and the links to early learning. While the public cannot detail the exact findings of reports like the Carnegie Corporation's "Starting Point's" research, they accept the report's findings. This means that the public, as opposed to polling a decade ago, believes that learning begins much earlier than previously understood. Therefore, many people now understand the importance of an early educational setting within childcare.

Focus groups (Market Strategies, 2000) suggest that the public has a generalized view that early learning in child care settings should not just encompass "the ABCs and reading and writing" skills. The public thinks that school readiness also includes the development of social skills that will enable every child to be ready to learn as they enter school.

In reviewing polling data from a decade ago (CBS News, 1992) and the most recent opinion survey results (W.K. Kellogg, 1999) the positive relationship between child care and workforce development remains one of the top reasons why the issue has resonance with some portions of the population. The data reveals support on two levels.

- First, there is widespread generic support for government assistance in childcare that is focused on low-income (Eagleton Institute, 2000; Pew, 1998) and welfare-to-work families (Associated Press, 1997; Los Angeles Times, 1999). Indeed, childcare is seen as a necessary component of welfare reform by a majority of Americans (CNN, 1997; KRC Research, 1999). And, polling shows that the public, seeing what they perceive as the success of welfare reform that includes a strong child care component, believes that these same government benefits should be extended to low-income and working poor families with earnings only slightly above former welfare recipients (W.K. Kellogg, 1999).

- Second, focus groups (W.K. Kellogg, 1999) and polls (Child Care Action, 1998) have consistently shown that the public understands the need to primarily target childcare resources at welfare-to-work families and low-income populations. But, the public believes that these same benefits should also eventually be extended to working, middle-class families as well.

The public also sees a tie to worker productivity if employers or government provide good childcare arrangements for employees (Harris, 1998). Especially in focus groups (Peter Hart, 2001), those supporting extended childcare assistance to working families also believe that many young parents do not have the proper training to be responsible parents. Young parents say the same thing in polls. First-time parents say they are "stressed and worn out" and "afraid of doing something wrong" (Zero to Three, 1997).

Therefore, the public supports efforts to provide parent education classes and training through childcare centers, faith-based organizations and public schools. The public is also frustrated that parents often do not know where to turn when seeking these services. People believe "one easy way to reach parents in need, without creating a massive new bureaucracy, would be to work through the existing early-childhood infrastructure to communicate how to care for children, create a positive emotional environment and teach children properly," said a pollster (Peter Hart, 2001).

And, when talking about expanded childcare assistance, supporters consistently say that the "role of parents" has to be taken into consideration in designing any new system. What they mean is that childcare should be seen as assisting the role of parents, not supplanting the primary role of parents in raising their children.

Also, in order to encourage parents to stay-at-home to raise their children, Americans support additional tax breaks for stay at home parents (Yankelovich, 2001). Finally, a majority also supports strengthening the family and medical leave law to permit six months of paid parental leave (Yankelovich, 2001).

Polling and focus groups (KRC Research, 1999) show that a near majority of Americans support an expanded role for government in providing additional child care supports. But, there is no public support for childcare programs run by the government. "The learning experiences of very young children are none of the state's business and should be left to families," said 40 percent of respondents in one survey (Civitas, 2000). Or as one expert said, "parents, not government, raise children." (EDK Associates, 1999).

Rather, the public envisions that the government should assist those with childcare challenges. This means that the public supports the current range of formal, informal and neighborhood child care and expects government to help the current system in place. In some localities (but not all) the public also supports a role for public schools in providing childcare if a local initiative is part of a school readiness program.

Also, the public has a lot of faith in programs that are described as community and neighborhood controlled and administered (Washington Post, 2000). Similarly, the public has little faith in child care programs that are seen as state-run and operated. The Head Start program, which has a wide support and is federally run, is a good example. It is perceived as controlled by the communities. Therefore, Head Start has wide acceptance. Over the past decade, a number of surveys note that people support quality childcare (Opinion Research Corporation International, 2000; NBC News, 1988). The public knows that high quality care can offer

significant educational benefits. In addition, the public knows that parents struggle to find childcare that is satisfactory (Parents Magazine, 1997). They know that most childcare in this country is not adequate (Penn and Schoen, 1999). Therefore, the public supports childcare standards and professional development programs that ensure quality care and provide child care teachers with the tools to obtain better training.

However, in focus groups Americans have a hard time explaining what "quality" care is (Peter Hart, 2001). Their vision of a quality care setting is blurred. Often, the public only cites "safety" as a concern when talking about childcare quality. The best they can usually articulate is a well-trained provider and small class sizes. Other important elements like curriculum and provider interaction with children are less clear to the public as components of a quality setting.

Conversely, "bad" childcare, in the public mind, generally results when quality is compromised. Here, the public sees unsafe conditions and children that are neglected. When talking about childcare quality, parents also mention two other priorities in the same conversation - access and affordability. They see all areas as interconnected.

The public understands that the ages 0-3 are the most important age group for developing a child's capacity to learn (Market Strategies, 2000). But focus groups (Peter Hart, 2002; EDK Associates, 1999) have also pointed out that there appears to be a dichotomy between public support for public assistance for child care targeted to ages 0-3 and child care focused on children ages 4-5. In the first category, the public expects that parents will have the primary care giving role. For children ages 4-5, the public is much more comfortable providing government assistance to parents so that they can place their children in childcare.

Various polls and focus groups have tested what methods of childcare financing and assistance the public would support. Generally, the public supports increased revenues for childcare from:

- So-called "sin taxes" like tobacco or alcohol
- Portions of funds raised by state lottery systems, and
- Higher taxes

The public also supports tax credits paid to working parents who have children in child care (Yankelovich, 1998) and additional credits to employers who make child care available to their employees (Gallup, 1998). The public's view of "vouchers" is mixed. Some view vouchers positively while others see vouchers in the context of the larger education reform debate and oppose the concept.

#A-4

Level: ECE

Title: December 2001 Poll by Peter Hart/Market Strategies

Sponsor: National Institute for Early Education Research

Date: December 2001

Type: Telephone

Sample: Main – 807; plus 300 in each of eight states (GA, IL, MD, MA, NJ, NY, NC, OK)

Scope: National

Selected Findings:

In your community, how many parents do you think have access to good preschool programs they can afford for the three- and four-year olds?

Almost all parents	16%
Most parents	21%
About Half	21%
Less than Half	31%
Not Sure	11%

Which one or two of the following do you think are the biggest obstacles facing parents in finding preschool programs for their three- and four-year olds? (Limit Two Answers)

Many are too expensive	42%
Not enough info on locating programs	23%
Not enough good programs	21%
Lack of proximate programs to home or work	21%
Structure/schedule don't match family's needs	17%
All of these	7%
None/other	3%

Is the state government doing what it can to make sure parents have access to affordable programs?

Doing too much	5%
Doing about right amount	25%
Doing too little	58%
Not Sure	12%

Suggested approach: "State government would provide funding and financial support so that all parents who want to send their children to a high-quality pre-school program could do so. Parents would be able to choose which program, including public or private, part- or full-time, as long as program meets state standards for class size, teacher qualifications, and safety."

How do you feel about this approach?

Strongly agree	43%
Somewhat agree	32%
Neutral	10%
Somewhat disagree	7%
Strongly disagree	7%

Belief Statements:

Programs should be free to all children	55%
They should be free only to poor and low-income families	39%
They should be neither	4%
These programs are a top priority and I would pay additional taxes to support them	34%
I would support them if funded with existing funds	51%
These programs are not an important priority	12%
Federal funds should pay for the programs	1%

Government should be using its funds to improve current education programs – including public schools – rather than creating new programs

Extremely Convincing Statement	18%
Very Convincing	19%
Fairly Convincing	15%
Somewhat Convincing	19%
Not Really Convincing	26%
Not Sure	3%

There is already too much pressure on children to begin academic learning – such as reading – too early.

Extremely Convincing Statement	10%
Very Convincing	11%
Fairly Convincing	10%
Somewhat Convincing	15%
Not Really Convincing	52%
Not Sure	2%

#B-5

Level: K-12/Workforce

Title: Rising to the Challenge: Are High School Graduates Prepared for College & Work

Sponsor: Achieve, Inc (By Hart Research Associates)

Date: January 2005

Type: Telephone

Sample: 1,487 public high school graduates from classes of 2002, 2003, 2004; 861 of which were current students at two- and four-year institutions, and 626 not currently enrolled in college. Also included were 400 employers and 300 instructors of first-year college students.

Scope: National

Selected Findings:

39% report gaps in the skills and abilities expected today.

College instructors estimate 42% of their students are not adequately prepared.

Employers report that 39% of high school grads are not prepared for current job and 45% are unprepared for advancement.

All groups call for higher standards -- specifically:

How well did your high school education prepare you for college-level work/jobs you hope to get in the future?

	Extremely or Very Well Prepared (%)	Percent Somewhat Well Or Not Well Prepared (%)
College Students	61	39
Non-Students	53	46

Percent saying there are some gaps in indicated areas in their preparation:

	College Students (%)	Non-Students (%)
Oral Communications/Public Speaking	45	46
Science	44	51
Mathematics	42	41
Doing Research	40	45
Expected Quality of Writing	35	38
Reading/Understanding Complicated Materials	29	33

Employers/Instructors estimates of percentages of public high school graduates not prepared in indicated subjects:

	Employers (%)	Instructors (%)
Ability to do math	41	50
Quality of writing	38	50

College instructors are the harshest critics of the high schools:

Do public high schools adequately prepare graduates to meet the expectations they face in college?

- Yes - 65%
- No - 28%

In first-year classes, how much class time do you spend reviewing material and skills that should have been taught in high school?

- Significant class time – 46%
- Some class time – 24%
- Very little or no class time – 28%

Employers/Instructors “Very/Somewhat Dissatisfied” w/High Schools’ Skills Prep

	Instructors (%)	Employers (%)
Reading/Understanding complicated materials	70	41
Expected quality of writing	62	40
Doing research	59	29
Mathematics	52	32
Oral communications/public speaking	40	34
Science	36	24

Employers/Instructors “Very/Somewhat Dissatisfied” w/High Schools’ Skills Prep

	Instructors (%)	Employers (%)
Thinking Analytically	66	42
Work and study habits	65	50
Applying what’s learned to problem solving	55	39
Computer skills	20	17

Knowing what you know today about the expectations of college/work, if you were able to do high school over again, would you have worked harder and applied yourself more even if it meant less time for other activities?

	Yes – More (%)	No – Same or Less (%)
College students	65	34
Non-Students	77	22

Support for Indicated Proposed Improvements among HS grads:

	Would Improve Things A Great Deal or Somewhat (%)
Internships	96
Early career/college guidance	93
More honors, AP, IB courses	93
More tutoring, summer school	88
College placement tests at junior level	87
Required exams in math/English to graduate	81
Smaller schools/more teacher contact	80
Four years math, biology, chemistry, physics	74

#B-6

Level: K-12

Title: Washington State Education Voter Survey

Sponsor: Seattle-Northwest Securities Corporation, CFM Research

Date: 2005

Type: Telephone

Sample: 500

Scope: Washington State

Selected Findings:

Which of the following six issues do you believe is most important for Washington State and local government to be working on?

	2005 (%)
Keeping taxes from increasing	27
Increasing funding for education	25
Transportation	18
Improving health care	17
Fighting crime	7
Protecting the environment	3
Don't know	3

What grade would you give the schools in your district?

	<i>Percent</i>				
	A	B	C	D/F	Don't Know
2005	13	36	24	10	16
2003	12	36	28	10	14
2001	14	40	24	11	11
1999	12	43	28	8	10
1997	9	39	28	12	15
1995	12	39	27	12	10
1993	6	32	27	12	23
1991	11	30	31	11	17
2005 PDK ¹	12	36	29	14	9

What is the biggest problem facing schools in Washington today:

	<i>Percent</i>					
	2005	2003	2001	1999	1997	1995
Funding	26	26	12	14	8	17
Overcrowded Schools	9	11	15	17	8	11
Discipline	8	8	8	9	6	17
Underpaid Teachers	5	9	7	3	3	1
Lack of Qualified Teachers	5	7	10	6	2	5
Need to Teach Basics	5	3	5	6	5	9
Need for Parental Involvement	4	3	4	4	4	6
Misused Funds	3	3	4	2	5	4
Too Much Bureaucracy	3	2	2	1	2	2

What grade would you give your school district for the following activities?

	<i>Percent</i>			
	A/B	C	D/F	Not Sure
Use of technology in learning	52	22	7	20
College preparation	49	20	13	17
Community communications	46	23	19	12
Student discipline	35	22	24	19
Seeking community input	34	24	20	22
Workforce preparation	34	27	21	18
Managing district funds	28	23	27	21

¹ 2005 Phi Delta Kappa/Gallup Poll

Do you agree or disagree that school funding in Washington is adequate to meet education needs?

<i>Percent</i>	2005	2003	2001	1999	1997	1995
Agree	36	28	37	41	41	38
Disagree	57	64	56	49	49	52
D/K	7	7	7	10	10	10

Do you agree or disagree that students using new, modern classrooms learn and perform better than students using older classroom?

<i>Percent</i>	2005	2003	2001
Agree	47	48	45
Disagree	43	43	47
D/K	10	9	9

Do you agree or disagree that a good public school is one of the most important ways a community can recruit new business, create jobs, and maintain a stable economy?

<i>Percent</i>	2005	2003	2001
Agree	80	80	76
Disagree	16	17	21
D/K	5	2	5

Would you vote or against a bond measure to:

		<i>Percent</i>		
		For	Against	U/D
Purchase technology for classrooms	2005	69	25	6
	2003	68	28	5
	2001	67	28	8
	1999	75	20	6
Modernize area schools	2005	65	30	5
	2003	66	30	5
	2001	64	31	5
	1999	73	21	6
Construct new schools	2005	52	42	6
	2003	52	41	8
	2001	51	43	6
	1999	54	39	7

Do you agree or disagree with the statement, “I just can’t afford to pay additional property taxes, regardless of what they are used for.”

<i>Percent</i>	Agree	Disagree	D/K
2005	44	50	6
2003	43	51	6
2001	41	55	4
1999	42	52	6

Were you aware or not aware of a provision in Washington State’s Constitution that restricts local government’s tax collection to 101 of the previous year?

<i>Percent</i>	
Aware	39
Unaware	60
Not Sure	1

Do you agree or disagree that Washington State can close the achievement gaps between white students and black and Hispanic students?

<i>Percent</i>	
Agree	60
Disagree	25
Not Sure	15

In your opinion, are schools in Washington spending too much, the right amount, or too little to close this performance gap?

<i>Percent</i>	
Too Much	13
About Right Amount	35
Too Little	21
Not Sure	31

#B-7

Level: K-12

Title: Phi Delta Kappa/Gallup Poll

Sponsor: PDK

Date: 2005

Type: Telephone

Sample: 1000 Adults

Scope: National

Selected Findings:

What do you think are the biggest problems the public schools of your community must deal with?

	<i>Percent</i>		
	2005	2004	2003
Funding Support	20	21	25
Overcrowding	11	10	14
Discipline	10	10	16
Drugs	9	7	9

What grade would you give the public schools in your community?

	<i>Percent</i>	
	2005	2004
A	12	13
B	36	34
C	29	33
D	9	10
Fail	5	4
D/K	9	6

What grade would you give the schools in the nation?

	<i>Percent</i>	
	2005	2004
A	2	2
B	22	24
C	46	45
D	13	13
Fail	4	4
D/K	13	12

What grade would you give your community's schools for preparing students for employment following graduation from high school?

	2005 (%)
A	9
B	32
C	32
D	10
Fail	7
D/K	10

Do you think the focus should be on reforming the existing public school system or finding an alternative to it? Which do you prefer?

	<i>Percent</i>				
	2005	2004	2003	2002	2001
Reforming Existing System	68	66	73	69	72
Finding Alternative System	23	26	25	27	24
D/K	9	8	2	4	4

Do you favor or oppose the idea of charter schools?

	<i>Percent</i>			
	2005	2002	2001	2000
Favor	49	44	42	42
Oppose	41	43	49	47
D/K	10	13	9	11

Should charter schools be as accountable to the state as other public schools?

	<i>Percent</i>			
	2005	2002	2001	2000
Yes	80	77	77	79
No	14	19	18	17
D/K	6	4	5	4

Is there too much emphasis on achievement testing in the public schools of your community, not enough, or about the right amount?

	<i>Percent</i>				
	2005	2004	2003	2002	2001
Too Much	36	32	31	31	30
Not Enough	17	22	19	22	23
About Right	40	40	47	44	43
D/K	7	8	3	3	4

#B-8

Level: K-12

Title: Partnership for Learning Voter Survey

Sponsor: By Davis, Hibbitts, & Midghall

Date: August 2004

Type: Telephone

Sample: 511 Voters

Scope: Washington State

Selected Findings:

The most important issue for the legislature to focus spending and policies on is:

	<u>%</u>
• K-12 education	43
• Health care	24
• Transportation	12
• Higher education	9
• Services for those in need	6
• Prisons	2

Most important challenges facing public schools in Washington:

• Districts spending wisely	41
• Preparing students for college and workforce	40
• Making sure students meet academic standards	30
• Improving discipline in schools	22
• Increasing funding for schools	21
• Raising teachers salaries	20
• Closing the achievement gap	19

Voters believe that public school expectations for students learning are too low:

Public school expectations are:

• Too low	49
• About right	39
• Too high	7
• D/K	6

• Two-thirds favor statewide assessment of student learning:

• Strongly favor	28
• Somewhat favor	39

	<u>%</u>
• Somewhat oppose	18
• Strongly oppose	11
• D/K	4
• The majority support requiring students to pass the 10 th Grade WASL to graduate, even if they have passing grades in classes:	
• Support	54
• Oppose	41
• D/K	5

Students need to meet challenging graduation standards more than ever before because of changes in the workplace and in higher education

• Strongly agree	54
• Somewhat agree	30
• Strongly disagree	4
• Somewhat disagree	5
• Students need to complete some kind of postsecondary education after high school:	
• Strongly agree	41
• Somewhat agree	27
• Strongly disagree	8
• Somewhat disagree	14

Someone can be hired in my workplace without postsecondary education

• Strongly agree	36
• Somewhat agree	24
• Strongly disagree	25
• Somewhat disagree	10

#B-9

Level: K-12

Title: Results of WSSDA 2004 Survey of Board Members

Sponsor: WSSDA (Strategic Research Associates)

Date: July 27, 2004

Type: Telephone

Sample: 292 randomly selected, no more than one respondent per district (Total population of 1,482 members) (95 w/+/- 5.1)

Scope: Washington State (Most of Survey Pertained to WSSDA issues)

Selected Findings:

Single biggest current issue other than funding facing each district, in ranked order:

- Students passing WASL testing, 23%
- Meeting requirements for No Child Left Behind, 15%
- Decrease in student enrollment, 9%
- Issues related to funding, 6% (although respondents were asked to disregard funding issues)
- Lack of qualified teachers, 5%
- Maintaining a good relationship with the WEA, 5%
- WASL testing seemingly interferes with student education, 5%
- Improving the student achievement gap, 4%

#B-10

Level: ECE and K-12

Title: Michigan Education Poll

Sponsor: (By) Public Sector Consultants

Date: March 2004

Type: Telephone

Sample: 680 Michigan Adults

Scope: Michigan

Selected Findings:

How are the schools doing?

- 54% give their local school and A/B grade on quality (12 an A, and 42 a B)
- 47% say that quality has stayed about the same in the past few years.
- 24% say their schools have gotten better
- 20% say they have gotten worse
- 32% say that education is better in their district than in neighboring districts

- 42% say it is about the same.
- 46% think the state should establish mandatory universal pre-kindergarten education in all public schools
- 82% believe that spending in ECE is a wise investment
- 75% believe that government should take care of K-12 schools before spending money on new or expanded ECE programs.
- 78% believe public education is a good value for the money they pay
- 63% would choose to maintain education programs even if it meant higher taxes.
- 27% would keep taxes as low as possible even if it meant cutting education programs

#B-11

Level: K-12

Title: National Survey of Latinos: Education

Sponsor: Kaiser Foundation

Date: January 2004

Type: Telephone

Sample: 3,421 adults 18 and over, 1,508 of which identified themselves as being Latino or Hispanic. The sample also comprised 1,193 whites, and 610 non-Latino African Americans

Scope: National

Selected Findings:

If you were to grade the public schools in your community, which grade would you award?

	A	B	C	D	Fail	D/K
Latinos	26	37	19	6	4	7
Whites	19	39	24	7	4	7
Blacks	13	35	32	7	7	6

The schools of the nation as a whole, which grade would you award?

<i>Percent</i>	A	B	C	D	Fail	D/K
Latinos	16	36	27	6	5	10
Whites	2	24	47	13	3	10
Blacks	7	29	41	10	6	6

How important is it to you that your child gets a college education?

<i>Percent</i>	Important	Not Important	D/K
Latinos	99	1	0
Whites	95	5	0
Blacks	100	0	0

Compared to five years ago, would you say that in general the schools have?

<i>Percent</i>	Improved	About the Same	Gotten Worse	D/K
Latinos	45	29	19	4
Whites	25	42	30	3
Blacks	31	32	35	2

How confident are you that standardized tests are an accurate indicator of a student's progress and abilities?

<i>Percent</i>	Confident	Not Confident	D/K
Latinos	62	33	6
Whites	53	45	2
Blacks	55	42	2

Do you support or oppose measures to ensure that an equal amount of money is spent on each student regardless of whether they live in a rich or poor school district?

<i>Percent</i>	Support	Oppose	D/K
Latinos	65	8	27
Whites	69	8	23
Blacks	66	7	26

Do you support equal spending measures even if it means taking money from rich districts and giving it to poor ones?

<i>Percent</i>	Support	Oppose	D/K
Latinos	84	6	10
Whites	79	7	14
Blacks	77	8	14

Explanations people give for not going to college or not finishing after they start. Do you agree or disagree? Do you think this is a major reason, a minor reason, or not a reason at all? [Note: The question and responses are worded differently in the original. They are changed here for ease of communication]

- The cost of tuition

<i>Percent</i>	Agree	Disagree	D/K
Latinos	91	7	1
Whites	97	3	0
Blacks	95	5	0

- Staying close to family rather than going away to school

<i>Percent</i>	Agree	Disagree	D/K
Latinos	68	32	1
Whites	70	29	1
Blacks	70	28	2

- Poor high school education [preparation]

<i>Percent</i>	Agree	Disagree	D/K
Latinos	82	17	1
Whites	91	8	1
Blacks	89	11	1

- Discrimination

<i>Percent</i>	Agree	Disagree	D/K
Latinos	72	26	1
Whites	57	41	2
Blacks	75	24	1

- Need to work and earn money:

<i>Percent</i>	Agree	Disagree	D/K
Latinos	92	8	0
Whites	95	5	0
Blacks	93	7	0

- Feel a college degree is not needed to be successful:

<i>Percent</i>	Agree	Disagree	D/K
Latinos	78	20	1
Whites	82	17	1
Blacks	73	26	1

For each of the following, as a way to go to college, do you think it would be a good option or a bad option?

- Borrow money that can be repaid after graduation:

<i>Percent</i>	Good Option	Bad Option	D/K
Latinos	83	16	1
Whites	87	13	0
Blacks	75	24	1

- Parents borrow money for tuition:

<i>Percent</i>	Good Option	Bad Option	D/K
Latinos	71	27	2
Whites	73	26	1
Blacks	68	31	1

- Students work while in college:

<i>Percent</i>	Good Option	Bad Option	D/K
Latinos	88	11	1
Whites	93	6	0
Blacks	91	8	1

- Students can live at home while in college:

<i>Percent</i>	Good Option	Bad Option	D/K
Latinos	94	5	1
Whites	93	6	1
Blacks	88	11	1

#B-12

Level: K-12 – Public Agenda Summation of K-12 Polls

Title: Various Polls Summarized by Public Agenda

Sponsor: Vary, as indicated

Date: Varies, as indicated

Type: Usually telephone

Sample: Varies, as indicated

Scope: Nation

Selected Findings:

Large majorities say education should be a high legislative priority in 2005. It ranks third, behind Iraq and Terrorism.

CNN and USA Today, by Gallup; December 2004, 1,000 adults

How important is it for you that the president and Congress deal with each of the following [issues] next year? (Percent choosing Extremely or Very Important)
The top eight issues (from a list of 18) are as follows:

<i>Percent</i>	Extremely Important	Very Important
Iraq	51	39
Terrorism	49	38
Education	44	42
Health care costs	42	45
The economy	40	46
Social Security	40	42
Unemployment	35	42
Budget deficit	35	42

Confidence in the public schools has declined since the 1970s (but much of this has occurred in the last ten years. The table uses June, 1977 as the benchmark year and focuses on the numbers for the last 10 years)

Gallup Organization biennial telephone survey, 2003, usually about 1,000 adults

How much confidence do you have in the public schools?

<i>Percent</i>	A Great Deal	Quite a Lot	Some
2003	15	25	40
2001	16	22	37
1999	14	22	37
1997	18	22	39
1995	18	22	36
1993	14	25	37
1977	22	31	26

While the general public is divided on whether they are satisfied with the quality of K-12 education in America.

Gallup, August 2003, 1,000 adults telephone survey

In general, how satisfied are you with the education students receive in kindergarten through grade 12 in the US today?

<i>Percent</i>	
Completely satisfied	8
Somewhat satisfied	40
Somewhat dissatisfied	34
Completely dissatisfied	16
No Opinion	2

Parents of children in school (n = 284) display higher levels of satisfaction than the public in general.

<i>Percent</i>	
Completely satisfied	38
Somewhat satisfied	39
Somewhat dissatisfied	13
Completely dissatisfied	8
No Opinion	2

Americans believe the public school system needs major changes, but they prefer reforming the present system to an alternative.

ETS Poll by Hart/Teeter, telephone survey of 1300 adults, June 2004.

How well do you think the K-12 system is working?

<i>Percent</i>	
Working very well	5
Working pretty well	9
Changes needed but keep present system	38
Major changes needed	30
Complete overhaul needed	15
Not sure	3

Should the focus be on improving the existing system or finding an alternative?

Phi Delta Kappa/Gallup, telephone interviews of 1000 adults, June 2003

<i>Percent</i>	
Reform existing system	73
Find an alternative system	25
Don't know	2

More than half of Americans say they are at least somewhat confident standardized tests indicate a student's abilities.

Henry J. Kaiser Foundation/Pew Hispanic Center: telephone interviews of 3,400 adults, October 2003.

How confident are you that standardized tests are an accurate indicator of a student's abilities?

<i>Percent</i>	
Very confident	12
Somewhat confident	42
Not too confident	28
Not at all confident	16
Don't know	

#B-13

Level: K-12

Title: Public Attitudes Toward Education and Service Learning

Sponsor: AED and Kellogg

Date: November 2000

Type: Telephone

Sample: 1,018 adults, over 18

Scope: National

Selected Findings:

Problems the US is facing, those identifying problem as "Very Serious," ranked

	<u>%</u>
• People lacking education or skills they need to succeed	71
• People not accepting others who are different than they	59
• People not voting or making their views known to leaders	59
• People's lack of involvement in community issues/problems	45
• People's lack of involvement in religion	44
• People feeling isolated in their neighborhood	27
• People's lack of involvement in local charities	25

Very high priorities for the US (those listing item a Very High Priority, ranked)

	<u>%</u>
• Public education	89
• Healthcare	81
• Social Security	70
• Political System	53
• Military System	48
• Welfare System	38

What is the *single* highest priority for the US?

	<u>%</u>
• Public education system	49
• Healthcare system	22
• Social Security	9
• Military system	8
• Political system	7
• Welfare system	3

“Definite Responsibility” for public schools, ranked:

• Teaching academic skills	78
• Getting students excited about learning	70
• Providing workplace skills	68
• Applying learning to real world problems	66
• Developing leadership skills	56
• Respect for diversity	55
• Good citizenship	54
• Respect /caring for others	50
• Responsible community members	47
• Helping students develop their values	43
• Encouraging community involvement	40

Performance ratings on school responsibility, percentages reporting schools do an “Excellent” or “Good” job:

Teaching workplace skills	43
Teaching them how to apply classroom skills	38
Responsible community leaders	38
Respect/caring for others	40
Respect for diversity	42
Helping students develop their values	37
Helping students develop leadership skills	40
Getting students excited about learning	41
Encouraging community involvement	41

#B-14

Level: K-12 (Elementary)

Title: The Reality of Reform: Factors Limiting the Reform of Washington's Elementary Schools

Sponsor: (Authors) Jeffrey Fouts and Carol Stuen, Seattle Pacific University; Mary Alice Anderson, Mill Pond Intermediate School; Timothy Parnell, Lake Washington School District

Date: May 2000

Type: Interviews

Sample: 40 Washington Elementary School Principals

Scope: Washington Elementary Schools

Selected Findings:

Factors that prevent implementation of reform measures in the elementary schools:

Factor	Principals Identifying it as Important in Preventing Reform (%)
Lack of leadership/vision	93
Planning time &/or Funding of Reform	88
Collective Bargaining Agreement	58
Class Size	58
Central District Decision Process	23
State/federal regulations	40
District Budgeting Process	35
School Size	40
Parental Resistance	18

#B-15

Level: Secondary

Title: Public Attitudes Toward Secondary Education: The United States in an International Context

Sponsor: National Center for Education Statistics

Date: 1997 (Survey data are 1993)

Type: Mailed Common Surveys in Each European Country; telephone survey in US

Sample: Varied from 800 to 1,700

Scope: International

Selected Findings:

- Education Importance of Subjects by Country (considered Essential, or Very Important) (%)

Subject	US	Austria	Belg.	Denm.	Finl.	Fr.	Neth.	Port.	Spa.	Swe	Swit	UK	Avg
Math.	96	91	80	81	84	88	69	85	72	91	82	91	84
English/Native Lang	82	91	86	85	77	87	90	90	67	03	84	86	87
Info. Tech	86	78	77	55	69	69	75	74	65	63	71	71	71
Sciences	84	67	57	46	52	63	64	75	65	64	63	65	64
Soc. Sciences	80	71	44	41	48	69	47	74	66	58	62	49	59
Citizenship Ed.	77	64	66	46	34	67	41	72	66	69	65	36	59
Phys Ed.	62	73	63	38	61	50	41	69	52	54	67	40	56
For. Lang.	53	90	88	79	87	87	85	84	71	87	77	55	79
Arts	47	42	29	36	30	31	31	54	44	31	58	25	38
Tech. Studies	36	60	53	N/A	38	47	42	65	63	37	52	56	59

- Importance of qualities or aptitudes in each country (essential or very important

	US	Austria	Belg.	Denm.	Finl.	Fr.	Neth.	Port.	Spa.	Swe	Swit	UK	Avg
Job Skills	94	91	84	75	80	91	80	84	77	84	89	90	85
PSE Prep.	89	88	77	69	74	84	83	84	72	79	86	N/A	80
Self-Confid.	89	93	90	87	88	93	90	81	75	90	93	87	88
Lifelong Learn Desire	88	79	74	65	66	87	73	89	79	68	76	67	74
Good Citizen	86	67	80	63	74	82	65	86	74	75	58	81	74
Wellness Skills	83	82	78	61	76	85	61	84	71	71	79	71	75
Diversity	82	83	81	84	85	83	85	81	72	74	88	72	81
Understanding of Other Countries	67	71	61	61	61	64	63	70	65	60	74	48	64

- Confidence subjects are being taught well:

Subject	US	Austria	Belg.	Denm.	Finl.	Fr.	Neth.	Port.	Spa.	Swe	Swit	UK	Avg
Math.	70	85	85	82	76	92	71	57	50	48	84	64	72
Info Tech.	67	64	66	64	57	77	53	47	33	24	68	65	57
English/Native Lang.	66	82	84	75	78	88	85	58	49	46	79	61	69
Soc. Sciences	66	77	72	69	71	87	59	59	49	30	76	62	65
Phys Ed	64	71	54	66	59	78	50	49	35	23	78	63	58
Sciences	64	78	80	77	72	86	71	59	44	32	79	65	67
Tech. Stud.	58	60	67	N/A	58	78	42	45	31	21	64	57	53
Arts	58	68	47	67	53	62	39	48	29	17	64	49	50
For. Lang.	53	78	78	82	76	84	73	60	40	42	75	50	66
Citizenship	48	62	42	69	55	64	40	41	33	29	62	38	49

- Confidence that schools have a major effect on development of certain qualities (Very or Fairly Confident)

	US	Austria	Belg.	Denm.	Finl.	Fr.	Neth.	Port.	Spa.	Swe	Swit	UK	Avg
PSE Prep	69	70	66	78	67	69	66	53	37	28	75	N/A	62
Desire Lifelong Learn	67	74	70	76	61	68	62	55	35	21	76	53	60
Job Skills	63	62	56	68	44	50	46	47	31	17	66	54	50
Wellness	60	51	47	50	53	56	28	51	32	14	54	38	45
Citizenship	59	59	50	56	53	57	37	53	32	18	51	38	48
Understand Other Countries	48	60	59	69	49	63	50	52	32	13	62	37	50
Self-Conf.	47	51	52	63	35	61	42	51	30	10	53	46	45
Diversity	47	59	52	68	41	68	49	52	35	10	61	39	48

#B-16

Level: K-12, HE, and Workforce

Title: “Preparing for Washington’s Hi-Tech Future”

Sponsor: Washington Roundtable (Moore Information)

Date: March 1996

Type: Interviews

Sample: 214 high-tech CEOs

Scope: Washington

Selected Findings:

Education Issues:

- Please indicate, on a scale of 1-5, with 5 representing “Very Important,” these items are to your efforts to expand your existing business or to start a new business:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5.</i>	<i>D/K</i>
Research Universities/Institutions	8	10	15	32	36	N/A
Increased 4-year inst. Enrollments	7	13	23	35	22	1
Increase HE quality by focus on hi-tech fields	2	5	19	39	34	1
Better CC/TC technical Training	2	9	20	36	33	1
Produce more scientists/engineers	3	4	16	40	37	N/A
Basic skills in public schools	1	1	8	19	72	1
Problem solving & teamwork skills in public schools	1	2	15	27	55	N/A
Computer training in public schools	0	4	20	38	36	2

Work Force Issues:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	D/K
Highly educated, trained, and qualified workforce	0	1	9	28	63	1
Competitive wage rates w/those of big industrialized states	2	11	32	36	19	1
Multi-lingual/multi-cultural workers w/business knowledge	11	19	32	26	11	1

- How well is Washington doing in each of these areas? (Ranked by those who rated it “Good”)

	<i>Percent</i>					
	Failing	Poor	Fair	Good	Excell.	D/K
Quality of urban life	1	4	25	53	16	1
Quality HE	2	6	30	52	8	2
Quality of natural environment	0	1	7	52	41	1
Quality of Workforce	1	4	52	39	2	2
Business climate	1	21	43	39	3	3
Quality of transportation system	13	29	37	20	0	1
Quality K-12	7	21	51	18	1	2
Regulatory burden	8	28	42	17	1	5
Tax burden compared to other states	10	34	35	14	1	6

#C-17

Level: HE (Community Colleges)

Title: Resident Opinions of Community Colleges

Sponsor: For Foundation

Date: June 2004

Type: Focus Groups

Sample: Six focus groups, two each in Seattle, North Olmstead, Ohio, and Albuquerque

Scope: National

Selected Findings:

- Residents very laudatory of their local community and technical colleges. See many strengths and are appreciative of these institutions as community higher education providers.
- Opportunity is the reigning value residents ascribe to these institutions; they are seen as providers to a wide-range of people, and as important players in lifelong learning.

- They also consider them the most affordable of the higher education institutions. This is key to their identity.
- Unhelpful themes involve comparing these to four-year institutions and defining their positive values in terms of the negative attributes of four-year institutions.
- People do not care for terms that stigmatize those who attend community colleges – people who work at minimum wage jobs or do not go to a four-year institution.
- Rather, these institutions are strongly valued in their own right as places where people at all stages of life can get an affordable education. It is not necessary to justify their existence.

#C-18

Level: Higher Education

Title: Chronicle of Higher Education Poll of Public Attitudes on Higher Education

Sponsor: Chronicle, with TMR Inc.

Date: May 2004

Type: Telephone

Sample: 1,000 Adults, age 25 to 65

Scope: National

Selected Findings:

Do you think every high school student who wants a four-year college degree should have the opportunity to earn one?

Yes – 94%

No – 4%

Uncertain – 2%

In your view, what amount would you say is the high price for one year at a four-year college or university including the cost of instruction – called tuition – the cost of living in a dormitory, food, books, and other fees?

Less than \$2,000 – 1%

\$2,000 to \$4,999 – 3%

\$5,000 to \$9,999 – 12%

\$10,000 to \$14,999 – 18%

\$15,000 to \$19,999 – 14%

\$20,000 to \$29,000 – 20%

\$30,000 or more – 14%

Don't know – 19%

Roughly, how much do you think it costs per year to attend a four-year college or university including the cost of instruction – called tuition – the cost of living in a dormitory, food, books, and other fees?

Less than \$2,000 – 1%
\$2,000 to \$4,999 – 5%
\$5,000 to \$9,999 – 21%
\$10,000 to \$14,999 – 25%
\$15,000 to \$19,999 – 14%
\$20,000 to \$29,000 – 11%
\$30,000 or more – 5%
Don't know – 19%

(If you attended college) How satisfied were you with the education you received?

Very satisfied – 63%
Satisfied – 25%
Somewhat satisfied – 10%
Not satisfied – 2%
No answer – 1%

How would you rate the importance of your college degree to your current success?

Very important – 63%
Important – 14%
Somewhat important – 16%
Not important – 6%
Can't answer – 1%

How likely is it that your children will choose to attend a four-year college or university?

Very likely – 61%
Likely – 13%
A possibility – 9%
Not likely – 17%

Why do you think it unlikely your child will attend a four-year college or university?

No interest in attending – 26%
Too expensive – 22%
Doesn't need a college degree – 13%
Physically handicapped – 2%
Learning disability – 1%
D/K – 17%

Do you expect your child to attend the college or university that costs your family the least amount of personal funds?

Yes – 23%
 Uncertain – 15%
 No – 61%

If you child enrolled today, how much would your family expect to pay in total for the first year?

Less than \$2,000 – 4%
 \$2,000 to \$4,999 – 15%
 \$5,000 to \$9,999 – 21%
 \$10,000 to \$14,999 – 19%
 \$15,000 to \$19,999 – 10%
 \$20,000 to \$29,000 – 9%
 \$30,000 or more – 6%
 Don't know – 17%

- Views on Education:

Ranked by Total Agree (%)	Strongly Agree	Agree	Total Agree	Disagree	Strongly Disagree	D/K
Colleges and universities are among the most valuable US resources	37	56	93	6	0	1
Many college students incur too much debt for their college education	33	50	83	12	1	4
Congress should increase amount of loans students can borrow for college	23	51	74	19	2	6
Colleges and universities could reduce their costs w/o hurting quality	19	49	68	22	4	6
Congress should increase grants to enable students to attend college	25	40	65	28	5	3
Tenure for faculty members is essential	13	48	61	26	7	7
Standardized aptitude tests (SAT, ACT) are a fair way to judge academic ability for college	11	47	58	32	7	2
Some preference should be given to minority applicants for college	13	40	53	34	22	2
Family members of alumni should be given extra consideration for admission	4	19	23	56	19	2
Important roles:						
Prepare students for careers	70	22	92	7	1	0
Qualify adults for better jobs	62	26	88	11	1	0
Prepare future leaders of soc.	66	21	87	11	2	0
Offer broad-based gen. ed.	58	29	87	12	2	0
To be responsible citizens	67	18	85	11	3	0
Prepare UGs for grad/prof. School	53	31	84	14	1	0

Develop good values/ethics	58	23	81	15	5	0
Help schools do better job tchg.	61	19	80	13	6	1
Discover more through research	49	30	79	18	2	0
Teach Students to get along w/others	55	24	79	16	5	1
Prepare minority group students	47	29	76	17	7	1
Research to make business more competitive	39	29	68	25	6	1
Enroll students from all parts of US	37	29	66	25	9	0
Attract new business to region	38	26	64	27	8	1
Provide useful issue information to the public	34	27	61	28	11	1
Improve state image	32	25	57	30	14	0
Improve international understanding w/studies abroad	28	29	57	31	11	0
Provide cultural events for community	27	29	56	33	11	0
Provide athletics for community entertainment	14	19	33	40	26	0

- Level of confidence in institutions:

Ranked by Total Confidence Score	A Great Deal	Some	Total Confidence	Very Little	None	N/O
US Military	68	26	94	4	2	1
Four-year Private Colleges & Universities	48	43	91	4	1	5
Community Colleges	41	49	90	6	1	3
Four-year Public Colleges & Universities	40	50	90	7	1	3
Churches & Religious orgs.	44	40	84	9	5	2
Public Schools	29	51	80	15	5	1
Health Care Providers	26	49	75	19	6	1
Local Government	17	57	74	19	7	1
State Government	11	62	73	22	8	1
Local News Media	16	55	71	20	8	0
President's Branch of Govt.	28	41	69	20	10	1
US Congress	12	57	69	22	8	1
National News Media	10	49	59	27	12	1
Lawyers	9	49	58	26	14	3
Large Corporations	9	46	55	32	11	2

- Views of quality of different types of institutions:

Ranked by Total Very High and High	Very High	High	Total High/Very High	Good	Average	Low
Four-Year Privates	32	33	65	15	5	0
Four-Year Publics	20	41	61	23	10	1
Community Colleges	17	32	49	25	15	2

- Financing an Education

Parents of non-college age children expecting to use this source to finance college:

Ranked by Very High, High Expectation Score, Expect to Use Score	Very High	High	Expect to Use	Total	Don't Expect to Use	D/K
Parental Assistance	49	19	24	92	5	3
Merit Scholarship	14	21	38	73	20	8
College savings plan	28	18	27	73	23	5
Off-campus job	14	19	35	68	27	5
On-campus job	12	19	35	66	26	8
State Grant	10	15	31	56	37	7
Special talent scholarship	11	13	27	51	40	9
Pell Grant	10	10	27	47	40	13
Need-based college grant	10	9	28	47	43	10
PLUS or parent loan	7	12	27	46	44	11
Alternative loan in child's name	7	9	27	43	50	8
Stafford loan in child's name	5	9	25	39	42	19
Athletics scholarship	6	8	18	33	56	11
Assistance from Grandparents	7	5	16	28	67	5
Tax-deferred 529 college savings plan	N/A	N/A	N/A	N/A	N/A	N/A

#C-19

Level: Higher Education

Title: 2004 Survey of 15-25 Year-Olds

Sponsor: Lake Snell Perry and Associates' The Tarrance Group

Date: January 2004

Type: telephone, November 2003

Scope: National

Sample: 1000

Selected Findings:

Things young adults care about (on a scale of 1-10), issues ranked:

- Creation of good paying jobs, 9.2
- Access to affordable college and higher education, 8.9
- Access to affordable health care, 8.5
- The war in Iraq, 8.3
- Safety from terrorism, 8.2
- Drug and alcohol use, 7.9
- Taxes, 7.8
- Tolerance for those who are different, 7.8
- Discrimination and prejudice, 7.7
- Gun violence, 7.6
- Sexual health issues (e.g., HIV), 7.5
- Issues of morality, 7.5
- The growing federal deficit, 7.3
- Retirement security, 7.3
- The environment, 7.3
- Teen pregnancy, 6.9
- Abortion, 6.8
- Privacy, 6.4
- Gay and lesbian issues, 5.6

#C-20

Level: Higher Education

Title: Affirmative Action

Sponsor: ABC News and the Washington Post, by TNS Intersearch; second survey Newsweek by Princeton Survey Research Associates; Third survey, NBC News and the Wall Street Journal by Hart/Teeter

Date: January 2003, all surveys

Type: Telephone

Sample: 1,133 Adults; second survey 1,002 adults; third survey 512 adults

Scope: National

Selected Findings:

Do you support or oppose government and private programs that give women, blacks, and other minorities assistance – *but not preference* – getting into college, getting a job, or getting a promotion? [Emphasis added]

- Support – 69%
- Oppose – 26%
- No Opinion – 4%

Do you support or oppose government and private programs that give women, blacks, and other minorities *preference over white men* getting to college, getting a job, or getting a promotion? [Emphasis added]

- Support – 30%
- Oppose – 66%
- No Opinion – 4%

Newsweek Survey: Please tell me whether you think colleges and universities should or should not give preferences in admissions for each of the following groups

	Should	Should Not	Don't Know
Blacks	26	68	6
Hispanics	25	70	5
Asians	23	71	6
Children of Alumni	19	74	7
Athletes	22	73	5
Musicians/Artists	26	69	5

Would you approve or disapprove of affirmative action based on income instead of race, that is, giving preferences for college admissions to people from low-income families, regardless of race or ethnicity?

- Approve – 65%
- Disapprove – 28%
- Don't know – 75%

When I mention affirmative action for blacks and Hispanics in college and university admissions, do you think of it more as setting quotas or fixed numbers of positions for blacks and Hispanics in college admissions, or increasing research efforts to find qualified black and Hispanic college applicants?

- Setting quotas or fixed numbers – 38%
- Increasing outreach efforts – 44%
- Don't know – 18%

Without affirmative action for blacks and Hispanics, do you think the representative among college students would get better, worse, or stay about the same?

- Get Better – 20%
- Get Worse – 24%
- Stay the Same – 47%
- Don't Know – 9%

NBC News/Wall Street Journal Survey:

Title Nine is a federal law that prohibits high schools and colleges that receive federal funds from discriminating on the basis of gender. Title Nine is most commonly invoked to ensure equal opportunities for girls and women in high school and college athletics. Do you approve or disapprove of Title Nine as described here?

- Approve – 68%
- Disapprove – 20%
- Don't know enough about it – 6%
- Not Sure – 6%

#C-21

Level: Higher Education

Title: Racial Diversity and Affirmative Action

Sponsor: CBS News and the New York Times

Date: January 2003

Type: Telephone

Sample: 997 adults

Scope: National

Selected Findings:

How important do you think it is for a college to have a racially diverse student body – that is a mix of blacks, whites, Asians, Hispanics, and the other minorities?

- Very important – 46%
- Somewhat important – 33%
- Not too important – 11%
- Not at all important – 8%
- Don't know – 1%

Do you think affirmative action programs in hiring, promoting, and college admissions should be continued?

- Continued – 54%
- Abolished – 37%
- Don't know – 9%

#C-22

Level: Higher Education

Title: Gallup/CNN/USA Today Poll

Sponsor: CNN – USA today

Date: October 2002

Type: Telephone

Sample: 850 Employed Adults

Scope: National

Selected Finding:

Does the type of work you do generally require advanced training such as a bachelor's degree from a college or university or some other academic degree?

- Yes – 48%
- No – 52%

#C-23

Level: HE – Community/Technical Colleges

Title: Smart Investment 2002 Public Opinion Survey

Sponsor: CC System, by Market Research Associates of Bellevue

Date: June 2002

Type: Telephone

Sample: 1,190 Adult Washington Students

Scope: Washington State

Selected Findings:

51% attended a community or technical college in Washington

Of those familiar with these institutions, 67% rate their quality as good or excellent.

Job skills training – 38% – is the main reason for doing so. Academic transfer – 34% -- and personal enrichment – 27% -- were the other two top reasons for doing so.

The reasons vary by age – young students, 18 to 29, are most likely (44%) to attend for academic transfer. Students 50 and over do so for job skills training (42%) and personal enrichment (33%).

Location and affordability (33% each) are the two main reasons for choosing one of these institutions over another. Field of study offered (11%) is the third most important reason.

In terms of appropriate institutional priorities, job skills training is considered top priority by 90%.

Affordability (88%) and access (86%) rank second and third.

Fourth is providing education close to home or work (85%)

Worker retraining (83%) and transfer preparation (83%) follow.

There is, however, strong public support for each of these traditional CC/TC missions and values.

The three of lowest important were helping new immigrants learn English (69%), helping teenagers earn college credits while in high school – Running Start (66% -- this score has increased progressively since 1994) and increasing access through online courses (60%) received the lowest public support scores.

In terms of effectiveness in meeting these priorities, 72% say their greatest effectiveness is in providing geographic accessibility.

Running Start is the most highly regarded program, with 67% rating the institutions effective in this area.

Providing opportunities to a diverse population (65%), skill training (63%), and preparing for transfer (62%) were the other areas in which the college effectiveness scores were greater than 60%.

In terms of gaps between importance and performance, reducing dependence on welfare (79% believe it important), and effectively doing so (28%), and reducing illiteracy among adults (78% rate it important) and doing so (32%) comprise the areas with the largest gaps.

While 88% consider affordable tuition important, only 5% feel the colleges are effectively providing it.

66% support additional funding to improve technology in the healthcare area, and 61% favor increasing enrollments in this area by offering additional classes. Fifty-three percent favor adding new programs in the health sciences.

48% would support a bond issue to finance construction at these institutions.

36% would support a tax increase specifically for the purpose of offsetting the costs of higher education, and 29% favor increasing tuition for this purpose. Only 8% support limits on enrollments as a means to this end; 14% would limit the number of programs offered.

52% said they were likely to take a course at one of these institutions in the future; there were most likely people under age 50 with children under age 18 at home. Sixty-four percent of these people say that it is time constraints that limit them now.

48% are interested in online courses; 43% in weekend classes; and 45% would like a compressed course curriculum.

#C-24

Level: Higher Education

Title: Attitudes Toward Public Higher Education in Washington

Sponsor: American Council on Education, by KRC Research & Consulting

Date: February 2002

Type: Telephone

Sample: 400 Washington Adults

Scope: State of Washington (application of national methodology involving 700 adults)

Selected Findings:

- 84% of Washingtonians believe their public colleges and universities make significant contributions to the state's economy. This compares with 76% of the national sample.
- 85% believe good public universities are important to providing a well-trained workforce

- 82% feel they are important to enhancing technology
- 79% see them as important to keeping the state technologically competitive
- 70% feel they are important to attracting business and employers.
- Washington residents estimate the average annual tuition at a public college or university in the state to be \$10,010 – more than 150 higher than the actual annual average cost of \$3,977.
- They also overestimate the average total cost of attendance at a public college or university. They estimate \$20,389, about 48% higher than the actual cost of \$13,742.
- 56% believe public institutions in Washington try to keep charges affordable. This compares with 63% of the national respondents.
- Most appear to be satisfied with current levels of state funding for these institutions – 39% of Washingtonians say they would favor increased state spending for them. This compares with 48% of the national sample.

#C-25

Level: Higher Education

Title: Washington Attitudes, principally, Toward The University of Washington

Sponsor: American Council on Education, by KRC Research & Consulting

Date: February 2002

Type: Telephone

Sample: 400 Washington Adults

Scope: State of Washington (application of national methodology involving 700 adults)

Selected Findings:

How important do you think research is to the University of Washington's role in the state?

- Very Important – 62%
- Somewhat Important – 28%
- No Opinion/Unsure – 8%
- Somewhat Unimportant – 2%
- Very Unimportant – 1%

The University of Washington provides important benefits – in improved health, economic vitality, educational opportunity, and in other ways – to all citizens of the State of Washington.

- Strongly Agree – 45%
- Somewhat Agree – 35%
- No Opinion – 6%
- Somewhat Disagree – 6%

- Strongly Disagree – 4

Thinking about all of your priorities for the state, would you support or oppose a cut in state funding for public colleges and universities?

For Washington: Oppose – 65%
Support – 28%

For Nation: Oppose – 69%
Support – 27%

If budget cuts at the University of Washington are required by declining state finances, would you support or oppose tuition increases for students whose families can afford to pay more, balanced with increased financial aid for those who cannot, so that the University can continue to make important contributions to the well-being of the state? (Note: This question contains certain leading aspects):

- Strongly Support – 38
- Somewhat support – 34
- No Opinion – 8
- Somewhat Oppose – 7
- Strongly Oppose – 9

#C-26

Level: Higher Education

Title: Attitudes Toward Public Higher Education

Sponsor: ACE (KRC Research & Consulting

Date: January 2002

Type: Telephone

Sample: 700 Adults

Scope: National

Selected Findings:

Compared to ten years ago, would you say getting a college education today is more, the same, or less importance?

	November 2001 (%)	May 2000 (%)
More	77	73
Same	19	23
Less	3	4

Do you think that public colleges and universities in this state are generally better, the same, or worse than those in neighboring states?

- Better – 21%
- About the Same – 57%
- Worse – 8%

Do public universities in the state offer a very good, somewhat good, not very good, or poor value for the money?

- Very Good Value – 30%
- Somewhat Good Value – 53%
- Not Good Value – 6%
- Poor Value – 2%

How would you assess the quality of the education offered by public colleges and universities, and by private colleges and universities?

	Public (%)	Private (%)
Excellent	15	24
Good	55	52
Fair	20	9
Poor	3	1

How much would you say you know about how much it costs, on average to attend college these days?

	November 2001 (%)	May 2000 (%)	January 1998 (%)
A Lot	44	37	24
A Good Amount	31	35	31
A Little	15	18	30
Don't Know	8	10	16

Roughly, how much do you think tuition costs these days at a public college or university in this state? How much would it cost per year to attend a public college or university in this state?

	November 2001	May 2000	January 1998
Tuition	\$11,637	\$10,449	\$9,825
Total Costs	\$20,361	\$16,708	\$17,886

In both November 2001, and earlier, in May 2000, the estimate of average tuition was three times the actual national average.

Do you think that most colleges try to keep the amount they charge at an affordable level for families such as yours?

“Yes” answers, by survey year, represented the following percents:

- November 2001 – 56
- May 2000 – 34
- January 1998 – 38

Do you think that public colleges and universities can cut the cost of tuition without lowering the quality of the education that students receive?

“Yes” answers, by survey year, represented the following percents:

- November 2001 – 58
- May 2000 – 71
- January 1998 – 77

Some people say that public colleges and universities make a significant contribution to a state’s economy. Do you agree with this?

- Strongly Agree – 45
- Agree – 31
- Disagree – 18
- Strongly Disagree – 3

Please tell how important good public colleges and universities are with respect to each of the following things?

(Percentages apply to those who said Very or Fairly Important):

- Well-trained workforce in the state – 89
- Technologically competitive state – 85
- Enhancing research & Technology – 85
- Creating jobs – 83
- Keeping economy strong – 80
- Attracting businesses/employers – 80
- Contributing to a good quality of life – 80
- Bringing money into the state – 77
- Keeping young people in the state – 77
- Creating a sense of state pride – 75
- Attracting people into the state – 73

Do you personally believe you have felt economic benefit from the public colleges and universities in the state?

- Yes – 50
- No – 47

Should the state spend more, about the same, or less on public colleges and universities, public schools, roads and highways, public transportation?

	More	Same	Less
Higher Education	48	37	9
K-12	70	23	5
Roads & Highways	52	38	9
Public Transportation	38	43	12

Would you support or oppose a cut in state spending for public colleges and universities?

- Oppose – 69%
- Support – 27%

Here are some things that might happen if funding for public colleges and universities was cut. Please state how much it would both you if funding for each were cut.

	A Lot	Some	A Little
Quality would decline	77	15	4
Economy would suffer	66	25	4
Less financial aid	64	24	5
Equipment declines	63	25	6
Buildings decline	58	28	8
Fewer classes/programs	52	29	9
Tuition rises	48	33	8
Competition for faculty/students suffers	45	37	8
Research cuts	36	42	12
Class size increases	35	34	14
Athletics cut	25	33	18
Extracurricular cuts	23	39	16

#C-27

Level: Higher Education

Title: Comparison of General Cultural Knowledge Between Today's College Seniors and 1955's High School and College Graduates

Sponsor: National Association of Scholars; Zogby International

Date: April 2001

Type: Telephone compared with Findings of Previous Gallup Surveys

Sample: 401 College seniors of both private and public colleges and universities

Scope: National

Selected Findings:²

Who wrote the play entitled *A Midsummer's Night's Dream*?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	78	37	73

What composer wrote the *Messiah*?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	35	20	56

Which planet is nearest the sun?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	59	6	20

Which great scientist do you associate with the Theory of Relativity?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	72	83	98 ³

What is the largest lake in North America?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	38	27	47 ⁴

² Answers. for those who need to check: Shakespeare, Handel, Mercury, Einstein, Lake Superior, Portuguese, Madrid, [Maine, Michigan, Minnesota], Lindbergh, Belgium, nursing, The Purple Heart.

³ This survey was conducted two months after this noted scientists' death, and the question began with the phrase, "Which great scientist, who died recently . . ." It could be argued that this respondent pool had an advantage.

⁴ This survey was conducted two months after this noted scientists' death, and the question began with the phrase, "Which great scientist, who died recently . . ." It could be argued that this respondent pool had an advantage.

What is the national language of Brazil?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	55	13	58 ⁵

What is the capital city of Spain?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	63	61	89 ⁶

Which of the following state borders Canada? (list varied to include Maine, Montana, Michigan, and Minnesota, but not two of these at the same time)

	2002 College Seniors	1955 High School Grads	1955 College Grads
Maine			
Correct	50	67	80 ⁷
Montana			
Correct	60	56	69
Michigan			
Correct	57	86	91
Minnesota			
Correct	53	61	71

Who made the first non-stop sole trans-Atlantic flight?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	49	79	96

In what country was the Battle of Waterloo fought?

	2002 College Seniors	1955 High School Grads	1955 College Grads
Correct	3	44	64 ⁸

The authors began with the question “Has the vast increase in expenditure of student time and national wealth [over the past fifty years or so] actually led to a commensurate increase in knowledge? Positing some uncertainty about the statistical reliability of the earlier samples, they conclude that the addition of general cultural knowledge has probably been only modest and spotty. Literary and scientific knowledge may have improved; geographical knowledge on balance seems about the same; and knowledge of history, especially world history, has declined.

⁵ This survey was conducted two months after this noted scientists’ death, and the question began with the phrase, “Which great scientist, who died recently . . .” It could be argued that this respondent pool had an advantage.

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#C-28

Level: Higher Education

Title: Scholarships for Vital Public Service

Sponsor: Democratic Leadership Council by Penn, Schoen, and Berland

Date: November 2001

Type: Telephone

Sample: 800 registered voters

Scope: National

Selected Findings:

Giving college scholarships to people who agree to serve as police officers, firefighters, or in civil defense. Do you strongly support, somewhat support, somewhat oppose, or strongly oppose the proposal?

- Strongly support – 40%
- Somewhat support – 35%
- Somewhat oppose – 12%
- Strongly oppose – 12%
- Don't know – 2%

#C-29

Level: Education & Higher Education

Title: Quality, Affordability & Access

Sponsor: ETS – Hart & Teeter

Date: 2003

Type: Interview, Telephone, Focus Groups

Sample: 1,003 adults, 408 HE faculty, 321 HE students, and 302 business leaders

Scope: National

Selected Findings:

Grades for K-12 nationwide and the colleges and universities, percents awarding an A or B grade:

- | | |
|-----------------------------|----|
| • K-12 schools | 31 |
| • Colleges and universities | 56 |

Most important issues facing the country today, ranked:

- | | |
|------------------------|----|
| • Economy | 30 |
| • K-12 Education | 27 |
| • Family Values/Morals | 26 |

- Health Care 22
- Terrorism/International 18
- Taxes/spending 17
- Crime and Drugs 15
- Rising Tuition 7

Where do things stand with education reform at the national level?

- Has led to changes in the schools 12
- A lot of talk but no action 30
- Proposals but no action 18
- Not sure where things stand 15

Performance of total education system in selected areas (indicating falling short or behind):

<i>Percent</i>	<i>Failing</i>
Graduating students prepared to succeed in college	62
Offering students from all backgrounds opportunities for college	52
Providing financial help for college students	51

What are the biggest problems facing colleges/universities?

- Rising tuition and other costs 52%
- Decreased governmental funding 20%

Affordability is at the heart of the consensus over a significant federal government role in higher education (46% of all adults). There is broad support for all proposals to give students financial help in attending college.

<i>Percent</i>	
Willing to pay more taxes in increase financial support for college students	66
Willing to pay more taxes for colleges and universities	61
Willing to increase tax credits for parents of college students	72
Place federal limits on tuition increases to keep in line w/inflation	77

Should colleges/universities be held more accountable?

- Yes 45%
- Already accountable enough 46%

Importance of holding college/universities accountable in indicated areas:

	<i>(Percent Adults)</i>
Quality of Education	52
Expenditures of federal aid	24
Some of both	22

Ways to improve teacher quality:

	<i>Percent Adults</i>
Get rid of poor teachers	42
Improve teacher working conditions/salaries	37
Set higher teacher certification standards	26
Attract good students into teaching	18
Improve teacher education programs	17

Those favoring particular measures:

- Increase teacher salaries even if it means increasing taxes – 77%
- Hold colleges/universities accountable for preparation of teachers by testing recent Education graduates – 84%

#C-30

Level: Higher Education

Title: Taking Stock: How Americans Judge Quality, Affordability, and Leadership at US Colleges and Universities

Sponsor: ACE (American Council on Education)

Date: 2000

Scope: National

Type: Telephone Poll

Sample: 850 (margin of error +/- 3.5 percent)

Selected Findings:

Americans place high social value on a college education. More than 75 feel it is crucial to success.

From November 2001 survey of 700 Adults - Compared to 10 years ago, would you say getting a college education is more important, etc.?

- More important – 77%
- Less Important – 3%
- About the Same – 19%
- Don't Know, etc. – 1%

Sees access to higher education as the key to a better life, although they define a better life almost entirely in economic terms. There is little evidence that Americans wish to pursue knowledge for knowledge sake.

Public (74%) believes colleges and universities offer high-quality programs and rate quality as excellent or good. This finding holds true for all types of institutions, 2- 4-year, public and private (although about 25% rate public institution quality as less than private).

Public is much more concerned about the quality of K-12 than higher education. Nearly 75% expressed concern about K-12.

Americans in general (58%) believe higher education is doing a good job with preparing students for the global economy; this applies to both 2- and 4-year institutions.

Seventy percent also feel that two-year colleges are doing a good job serving working Americans. A similar fraction applied to four-year institutions.

Affordability is a major concern for Americans, and a major higher education policy issue. People feel they are now better informed about the price of a college education and more aware that financial aid is available to help defray the costs. Ninety percent indicated they knew what it costs to attend college, although answers to follow-up questions suggest this is really not the case (about 75% overestimated four-year institution prices by some 300%; sixty-five percent overestimated average two-year college price).

They also are a little less worried than they were in the late 1990s, but affordability is nonetheless a concern for about 86% of the survey respondents

Nearly 66% believe that a four-year college education is out of reach for most Americans.

Ninety percent believe that a four-year education is “usually” or “sometimes” worth the price.

Eighty-seven percent felt this way about a two-year college education.

Sixty percent believe that colleges are not doing all they can to keep costs down and prices affordable. Seventy-one percent believe they could reduce tuition without sacrificing quality.

With respect to course delivery, respondents were skeptical of the quality of instruction delivered via the Internet. While nearly 30% believed the quality of conventional and Internet courses would be about the same, 43% felt the quality of the Internet courses would be worse. There also is evidence, however, that the public knows little about Internet instruction; Most, 78%, said they did not know anyone who had taken such instruction.

With respect to scientific research in higher education, 75% said they approve of the use of federal funds for such purposes.

#C-31

Level: Higher Education

Title: Cost of Higher Education

Sponsor: NCPPHE, Consortium for Policy Research in HE, and Nat'l Center for Postsecondary Improvement, by Public Agenda; Second Survey, ACE by KRC Research and Consulting; Third Survey, Public Agenda

Date: December 1999; October-November 2001; December 1999

Type: Telephone

Sample: 1,015 Adults; second survey, 700 adults; third survey 1,015 adults

Scope: National

Selected Findings:

Today's colleges should be doing a much better job of keeping the costs down. Do agree or disagree? Is that strongly or somewhat?

- Strongly agree – 60%
- Somewhat agree – 23%
- Somewhat disagree – 7%
- Strongly disagree – 4%
- Don't know – 6%

(KRC Survey):

Do you think colleges and universities can cut the cost of tuition without lowering the quality of the education that students receive?

- Yes – 58
- No – 35
- Don't know – 7

(Public Agenda Survey)

Suppose the colleges in your state faced a serious shortage of money, what would be the best way to solve the problem?

- Get more money from the state government – 55
- Cut costs and expect teachers to teach more classes – 22
- Admit fewer students – 9
- Charge higher fees and tuition – 7

#C-32

Level: Higher Education

Title: Governor's 2020 Commission Citizen Survey

Sponsor: 2020 Commission, Conducted by the WSU Social and Economic Survey Research Center

Date: July 1998

Type: Telephone

Sample: 400 Heads of Households

Scope: Washington State

Selected Findings:

Nearly 80 percent were concerned about the future of higher education in Washington.

The central themes that emerged were affordability and access.

- 85% believe that every state resident has a right to go to college.
- 77% agreed that many qualified people are unable to go to college because of financial and other constraints.
- 93% agreed that as a matter of principle, high costs should not keep people from pursuing higher education.

With respect to the goals of higher education:

- 96% agreed that colleges and universities should impart problem-solving skills.
- 97% felt they should provide marketable job skills.
- 98% agreed with advancing the store of human knowledge.
- 92% agreed with conducting basic research.
- 95% felt they should include providing opportunities for low-income families.
- 85% felt they should include helping develop the state's economy.

A large majority, 82%, believes higher education must be accountable to the state for the manner in which resources are managed and to employers for the qualifications of their graduates.

Access and rising costs were important concerns. Public responses to different alternatives to addressing them distributed as follows:

- 83% were opposed to limiting admissions/enrollments.
- 90% favored greater use of technology to educate students.
- 56% were opposed to tax increases as the solution.

On the question of allocating funding directly to students (via vouchers) or to institutions (as at present) respondents were about equally divided 42 to 41%.

While 63% believe that professors should do more teaching, only 29% felt they were overpaid.

Ninety-six percent expect to continue their education throughout their lifetime, but only 20% feel they can do that during regular school hours. Thus, strong majorities favor the creation of more accessible and student-friendly alternatives:

- 89% support college training at job sites.
- 93% support the use of technology to offer courses off-campus.
- 89% support the establishment of higher education centers in small communities.
- 84% would like to see more vocational institutions.
- 98% would like more night courses.
- 91% would favor different means of earning credits and certification.

#C-33

Level: Higher Education

Title: Enduring Values, Changing Concerns

Sponsor: California Higher Education Policy Center

Date: March 1997

Type: Telephone

Sample: 800 Californians

Scope: California

Selected Findings:

Which comes closer to your view: High school graduates should go on to college because in the long run they'll have better job prospects, or high school graduates should take any decent job because there are so many unemployed people already?

Go on to college – 79%

Take a job – 12%

To what extent do you think giving students a marketable skill so they can get a job should be accomplished by a college education?

Percent providing a score of 6 or 7 on a 7-point scale – 79%

Which statement comes closest to your view?

A college education is necessary for almost everyone – 64%

A college education is not necessary for many people – 32%

We should not allow the price of a college education to keep students who are qualified and motivated to go to college from doing so. (Percent strongly or somewhat agreeing)

Total of Both – 81%
 Strongly agree – 28%
 Somewhat agree – 53%

Do you think [INSERT GROUP] have less opportunity or about the same opportunity as others to go to college?

	Saying “Less Opportunity
Students from low-income families	61
Ethnic or racial minorities	35
People returning for retraining	29
Middle-class families regardless of ethnic/racial background	22

Which comes closer to your view: The benefit a student gets from attending college mostly depends upon the quality of the college or the effort the student puts in?

- Quality of college – 13%
- Student’s effort – 75%

In your view, has getting a college education become [more, less, about the same] difficult than it was ten years ago?

- More difficult – 54%

Do you think it will be [Insert term] difficult ten years from now?

- More difficult – 64%

How serious do you think the following are as problems facing California’s public college system?

Students have trouble getting the classes they need to graduate

- Total serious problem – 71%
- Very serious problem – 40%
- Somewhat serious problem – 31%

Some people think the state’s higher education system needs to be fundamentally overhauled. Others feel it should be left alone. Which comes closest to your view?

- System needs to be overhauled – 44%
- System should be left alone – 40%

What do you think of the idea of colleges raising tuition in order to deal with financial shortfalls?

- Poor idea – 64%
- Fair Idea – 21%
- Good Idea – 11%
- Excellent Idea – 3%

To what extent do you agree or disagree with the statement: Students don't appreciate the value of a college education when they have no personal responsibility for paying what it costs.

- Total Agree – 66%
- Strongly Agree – 37%
- Somewhat Agree – 29%

To what extent do you think each of the following is a problem? (Percent identifying it as a Somewhat or Very Serious problem).

- Too many people are going to college instead of to alternatives where they can learn trades, such as plumbing or computer repair – 41%
- Society has made college more important than it really is – 49%
- A lot of employers hire college graduates for jobs that could be done as well or better by people without a degree – 54%

To deal with an increase in students who apply and are eligible for the state's public colleges and universities would mean that some changes and even sacrifices would need to be made. How do you rate the following groups in terms of whether they should do more or are doing as much as they can already?

- Students and their families
 - Doing pretty much all they can – 72%
 - Should pay higher fees to help solve the problem – 23%
- Taxpayers and state government
 - Doing pretty much what they can already – 47%
 - Devote more tax dollars to help solve the problem – 46%
- Faculty and administrators in the colleges and universities
 - Doing pretty much what they can already – 40%
 - Teach more classes and cut costs – 50%

Latinos [Hispanics] vs. Non-Hispanics on whether the following goals should be accomplished with a college education.

Percent rating it Extremely Important	Hispanics	Non-Hispanics
Exposing students to other cultures and teaching them to respect diversity	63	45
Giving people from lower-income backgrounds opportunities to succeed	61	44
Helping to turn students into good citizens	61	50
Giving minorities such as blacks and Latinos opportunities to succeed	57	35

Hispanics vs. non-Hispanics on steps to improve access to higher education

Percent Agreeing With Following Steps	Hispanics	Non-Hispanics
It is a <i>poor</i> idea to raise college prices	82	62
There are many people qualified to go to college but lack the opportunity to do so	65	50
Government should give more grants and loans to qualified but needy students even if spending on other services would have to be cut	56	44
College fees should be less for those with lower incomes	55	42
The public higher education system needs to be fundamentally overhauled	53	42

#C-34

Level: Higher Education

Title: Washington State Residents' Views of Higher Education

Sponsor: HECB, by MGT of America Inc.

Date: August 1995

Type: Telephone

Sample: 800 Washington residents

Scope: Washington State

Selected Findings:

Please rate the education you received (575 w/education beyond high school)

- Excellent 24%
- Very Good 42%
- Average 21%
- Below Average 1%
- Poor 1%

Please rate your children's college education (149 whose children attended college in Washington)

	<u>%</u>
• Excellent	34
• Very Good	44
• Average	17
• Below Average	1
• Poor	1

Are you planning to return to school? (735 not presently enrolled)

• Yes, next 3-4 years	16
• Yes, indefinite time	3
• No	54
• N/A	27

Main reason planning to return (115 who said next 3-4 years)

• Take a specific course	26
• Get a new degree	24
• Get a better job	17
• Re-training	12
• Finish degree	10
• Recent job loss	3
• Other	8

Basic education necessary in today's world:

• High school education all that's needed	9
• Technical training beyond high school	53
• College degree	35
• N/A	4

Rate Washington's Higher Education System:

• Excellent	11
• Good	45
• Average	29
• Below Average	5
• Poor	2
• N/A	9

Ratings by Sector:

<i>Percent</i>	Excellent	Good	Average	Below Average	Poor	N/A
Research Universities	34	38	8	0	2	9
Private Institutions	18	29	11	0	2	40
Community/Technical Colleges	14	40	20	4	2	21
Regional Universities	11	36	17	2	2	33
Proprietary	7	22	17	4	3	47

Reasons more residents do not attend in-state colleges and universities

	<u>%</u>
• Tuition too high	16
• Financial reasons	16
• Lack of personal funding	12
• Lack of interest	12
• K-12 didn't prepare	8
• Economy	8
• Went out-of-state	4
• Limited choice/availability	4

Reasons cost of college rising:

• Cost of everything is rising	38
• Overpaid administrators	18
• Mismanagement	15
• Cutbacks in state funding	8
• Overpaid professors	7
• Other	11

Suggestions for accommodating increased demand for higher education:

• Fewer administrators	77
• Community college local taxing	59
• Shift more funds to higher ed.	56
• Increase classed faculty teach	52
• Increase taxes to fund higher ed.	51
• Cut some program/fund others	45
• Increase class sizes	36
• Raise tuition	25
• Limit enrollments	19

To make more money available for higher education, shift funds from:

• Prisons	43
• Social/Health Services	25
• Natural Resources	22
• K-12	3
• Other	11

Ways to increase access:

• Job site training programs	90
• Internet courses	81
• New VoTech institutions	78
• Expand enrollments at existing institutions	60
• Take fewer students from out of state	57
• Build new 4-year colleges	52
• Public funds to private colleges	47

#C-35

Level: K-12/PSE (Workforce Preparation)

Title: Education and Workforce Issues: Public Attitudes and Awareness

Sponsor: WTECB/Elway Research

Date: 1997

Type: Telephone/Executive Interviews/Electronic Forums (4)

Sample: (Telephone) 603

Scope: Washington

Selected Findings:

How well do you think Washington has prepared itself to meet the challenges of the global economy?

61% Very or well prepared.

Distribution on five significant challenges among those identifying as most significant:

- Raising skill levels for more people – 37%
- Raising standard of living for the less well to do – 22%
- Keeping middle class jobs in Washington – 19%
- Maintaining current standard of living – 11%
- Maintain our technological edge – 9%

Rating of the job high schools do by category (Very Good and Good responses)

- Preparing young people for college – 57%
- Teaching young people how to learn – 44%
- Preparing young people to be good citizens and leaders – 47%
- Allowing students to practice what they have learned in a work-related setting – 41%
- Preparing young people to get their first job – 38%
- Preparing young people for home and family life – 37%
- For life after high school – 28%

Should high schools provide all students with some kind of career preparation before they graduate?

- Agree – 87%

Skills that students should have (Definitely and Probably, respectively)

- Read and write clearly – 87; 9
- Think logically and solve problems – 77; 19
- Basic skills necessary to learn a job – 74; 22
- Good work ethic – 72; 22
- Ability to work with others of diverse backgrounds – 73; 23
- Ability to work as part of a team – 72; 25

When should idea of career training be introduced in school?

- Elementary – 29%
- Middle – 45%
- High school – 22%
- After high school – 1%
- Outside of school – 2%

Favor or oppose employers, employees, community members playing a large role in education system?

- Strongly favor – 63%
- Somewhat favor – 27%

Appropriateness of roles they should play: (Very or Somewhat Appropriate)

- Information about careers and needed skills – 74; 23
- Internships and other work experience – 70; 28
- Internships for teachers – 64; 32
- Mentoring programs – 63; 30
- Partnerships – 61; 31
- One-on-one mentoring programs for teachers – 53; 36

Education system in which all students would have a strong academic background, hands-on learning experience, practice skills in a work-based setting (Highly Desirable and Desirable)

- Highly Desirable – 56%
- Desirable – 40%

Which aspects of public education should tax dollars be spent for?

- Career preparation – 61%
- Job Training – 17%
- Workforce training – 12%
- Worker training – 5%

What percentage of jobs do think will require a four-year degree?

- 0 to 30 percent – 27%
- 30 to 60 percent – 51%
- 60 to 100 percent – 22%

What would require a two-year degree?

- 0 to 30 percent – 36%
- 30 to 60 percent 45%
- 60 to 100 percent – 19%

How important to spend tax revenues on the following areas (Important and Somewhat Important, respectively)

- Career preparation for high school students – 74; 24
- Skills training for disadvantaged youth and adults – 74; 22
- Basic skills for adults – 71; 24
- Retraining for unemployed – 63; 30
- Vocational and occupational training for adults – 56; 34

In the future, do you think you will have to upgrade your skills?

- To keep up with job or workplace changes – 73%
- Improve chance for promotion – 61%
- Enter a new occupation or change career – 66%

Where would you expect to get such training?

- Employer – 42%
- Community or technical college – 30%
- Public university – 13%
- Private university or institution – 8%

#C-36

Level: Postsecondary Education

Title: 2004 Employer Survey

Sponsor: WFTECB

Date: Summer – Fall 2003

Type: Telephone

Sample: 3,000 Employers

Scope: Washington State

Selected Findings:

(Q6) Employers reporting difficulty finding job applicants with w/indicated education credentials
(Those reporting difficulty)

<i>Percent</i>	W/HS - GED	W/HS - GED	Some College – No Degree	Vocational Certificate	Assoc. Degree	BA/BS Degree	MA/PhD Prof. Degree
Much Difficulty	8	5	8	17	17	21	45
Some Difficulty	11	19	27	36	42	46	22
No Difficulty	81	76	65	47	40	32	32

Employers reporting difficulty finding job applicants with indicated skills (ranked by “Much Difficulty”)

<i>Percent</i>	Much	Some	No Difficulty
Job-Specific	53	38	9
Problem-Solving	34	53	13
Good Work Habits	32	51	17
Computer	23	49	28
Adapt to Change	18	62	21
Team Work Skills	14	61	25
Accept Supervision	14	55	31
Communication	13	71	17
Math	12	50	38
Writing	8	55	37
Reading	7	31	62

Estimates of Needs by degree level during next five years (All Industries, ranked by projected increase)

<i>Percent</i>	Increase	Stay Same	Decrease
Voc. Certificate	35	64	2
BA/BS degree	34	64	2
Voc. Assoc. Degree	30	68	29
Academic Assoc. Degree	30	68	2
Some college	27	70	3
Masters, Doc., or Prof. Degree	24	68	8
W/HS-GED	17	77	6
W/o HS-GED	12	70	18